REPORT RESUMES

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THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT, POLICE-TEACHER CURRICULUM DEVELOPMENT FOR IMPROVING POLICE JUVENILE RELATIONS. FINAL REPORT.

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TO PROMOTE POLICE UNDERSTANDING OF THE ADOLESCENT AND HIS PROBLEM, TO BUILD FAVORABLE ATTITUDES TOWARD LAW AND LAW ENFORCEMENT AMONG EARLY ADOLESCENTS, AND TO EXPLAIN THE LAW ENFORCEMENT FUNCTION TO THE JUNIOR HIGH SCHOOL POPULATION, TWO CURRICULUM UNITS WERE DEVELOPED IN 1966-1967 AT THE UNIVERSITY OF CINCINNATI, IN COOPERATION WITH THE CINCINNATI POLICE DIVISION. THE SCHOOL UNIT, "LAW AND LAW ENFORCEMENT," WAS DESIGNED BY 12 TEACHERS IN TWO GRADUATE SEMINARS AND PROVIDES A DAY-BY-DAY BLUEPRINT THAT CAN BE FOLLOWED BY ANY JUNIOR HIGH SCHOOL SOCIAL STUDIES TEACHER. THE POLICE UNIT, "THE NATURE OF THE EARLY ADOLESCENT," WAS DESIGNED BY 12 POLICE OFFICERS IN AN UNDERGRADUATE SEMINAR AND IS A COURSE OUTLINE FOR A POLICE ACADEMY INSTRUCTOR. (THE SIX STAGES OF THE CINCINNATI PROJECT ARE DESCRIBED IN THE REPORT--THE DEVELOPMENT OF THE CRITERIA FOR THE CURRICULUM UNITS AT A NATIONAL CONFERENCE OF POLICE OFFICERS AND EDUCATORS, CURRICULUM DESIGN IN A SERIES OF UNIVERSITY SEMINARS, THE EXPERIMENTAL PROGRAMS CARRIED OUT IN 12 CINCINNATI JUNIOR HIGH SCHOOLS AND IN THE CINCINNATI POLICE ACADEMY, ATTITUDE MEASUREMENTS INVOLVED IN THE PROJECT INCLUDING STATISTICAL ANALYSIS, THE NATIONAL INSTITUTE HELD ON THE UNIVERSITY CAMPUS TO DISSEMINATE THE FINDINGS AND RECOMMENDATIONS OF THE PROJECT, AND THE INDEPENDENT EVALUATION OF THE PROJECT. APPENDIXES ARE TWO ATTITUDE STUDIES OF JUVENILES AND THE RECORD OF THE PROJECT DEVELOPMENT.) (AJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

Police-Teacher Curriculum Development for Improving Police-Juvenile Relations

ED020469

A Report on Grant Project No. 052
Office of Law Enforcement Assistance
U.S. Department of Justice
July, 196[illegible] to December, 1967

Prepared Under the Direction of Dr. Robert Portune, Department of Secondary Education,
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THE CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

Police-Teacher Curriculum Development for Improving Police Juvenile Relations

Final Report to
Office of Law Enforcement Assistance
U.S. Department of Justice

Project Director: Dr. Robert Portune

Assistant Director: Dr. Jack E. Corle

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This project was supported by Grant #052 awarded by the Attorney General under the Law Enforcement Assistance Act of 1965 to the University of Cincinnati, Cincinnati, Ohio 45221.

SUMMARY

CINCINNATI POLICE-JUVENILE ATTITUDE PROJECT

The Cincinnati Police-Juvenile Attitude Project is concerned with the design and development of curriculum units for junior high school social studies classes and for police training. The purpose of such units is to bring about improvement in police-juvenile relations on a mass scale by means of a tested educational program.

This project had its origin in an extensive study of the attitudes of junior high school students toward police, carried out jointly by the University of Cincinnati and the Cincinnati Police Division in 1965. The study, directed by Dr. Robert Portune of the university's Department of Secondary Education, had identified the lack of student knowledge of the mission and function of law and law enforcement as a primary contributing factor in adverse attitudes toward police. At the same time the study also directed attention to the fact that police officers lacked knowledge of the nature of the early adolescent and of special procedures that might be used in handling this special age.

It was proposed that the University of Cincinnati, the Cincinnati Police Division, and cooperating school districts within the Cincinnati sphere of influence, work together to design and develop curriculum units that would supply the knowledge that seemed to be lacking, place these curriculum units on a trial basis in certain experimental schools and in the police academy, and then analyze the results. This proposal was presented to the Office of Law Enforcement Assistance, U.S. Department of Justice, in spring, 1966, and in June, 1966, funds were made available to carry out the work.

The project proceeded in a series of well-defined stages, as follows:

1. A National Conference on Early Adolescent Attitudes toward Police was held in August, 1966, bringing together top law enforcement officers and secondary school administrators to lay out the guidelines of the curriculum units. Such questions as "How much should a seventh grade child know about law?" were asked of, and answered by this conference. At the conclusion of the conference, criteria for the proposed units had been established.

2. Twelve selected social studies teachers and twelve selected police officers from the Greater Cincinnati area met on the University of Cincinnati campus for twenty-three weeks in academic year 1966-67 to design and develop the curriculum units and the materials that would be used with them. Consultation and assistance of all kinds was provided by the project. Working within the guidelines established by the National Conference, the twenty-four participants in this stage of the program created the curriculum units and the materials that were to be used in the experimental program. Three junior high school units were developed under the titles GRADE SEVEN, THE WORLD OF RULES; GRADE EIGHT, THE WORLD OF GAMES; and GRADE NINE, THE WORLD OF LAWS. A unit for police training, called THE NATURE OF THE EARLY ADOLESCENT was also produced.

3. In April, 1967, all units were instituted experimentally. The school units were placed in the ongoing social studies program in twelve selected junior high schools, to be taught on either a two week or a six week basis. The police program, six hours in length, was introduced into the Cincinnati Police Academy curriculum. In the school experiment the students to be taught and matching control groups were both pre-scaled, using an attitude research. Following the completion of the school units,

all experimental and control subjects were re-scaled in order to determine whether any significant changes had occurred.

4. Following the experimental stage of the program all data was analyzed by means of two statistical programs. In the first, an analysis of variance in mean scores of the various sub-groups of students participating in the experimental stage was conducted. In the second an item analysis of the responses on the attitude scale was conducted. Both analyses showed conclusively that the experimental injection of the curriculum units in the regular social studies program had brought about significant favorable changes in the attitude scale scores of the experimental subjects. At the same time the control subject either did not change or changed in a significantly unfavorable direction. Item analysis indicated that the favorable changes in the mean scores of the experimental subjects were caused by the general shifting on the part of large masses of students and not by extreme shifts of scattered individuals. It has been demonstrated, in short, that the curriculum units were able to bring about a general improvement in the attitudes of the experimental subjects, as measured by the Attitude-toward-Police scale.

5. In July, 1967, a National Institute on Early Adolescent Attitudes toward Law Enforcement was held on the University of Cincinnati campus to disseminate the information that had been accumulated during the course of the project. The development of the attitude scale, the inception of the Cincinnati Project, and a full, detailed description of the various stages of the project were presented over the course of two weeks to representatives from approximately fourteen states. The participants in the institute received the information and the curriculum units and materials with enthusiasm. Subsequently, pilot projects in many of the states represented

at the institute have been established, to such an extent that the first five hundred copies of the curriculum units, printed as part of the project, have now been exhausted and an additional printing has been made necessary.

6. As a by-product of the Cincinnati Project, the attitude research originated by the University of Cincinnati has now been expanded to include approximately 2000 subjects, whose attitudes toward police have been scaled, and who provide a base of research and information for graduate studies in the university's Department of Secondary Education. In addition, two university courses, designed to teach the development and use of curcirulum materials such as those produced by this project, have been incorporated into the ongoing program of the College of Education, University of Cincinnati.

7. An independent assessment and evaluation of the entire project has been conducted by an evaluation committee composed of three professors from the University of Cincinnati and three police officers who were not connected with the project in any way. This evaluation indicates satisfaction with the attainment of the objectives set for the project, as well as confidence in the scientific methods used to mount it.

In their own conclusions, the project directors have noted specifically that the curriculum units fill a gap now existing in the present school and police programs. It can be demonstrated from the Cincinnati research that a student leaving grade nine has a poorer attitude toward law and law enforcement than does a student entering grade seven, that nothing exists in the present standard school curriculum to reverse this trend. Likewise, the standard police training program provides nothing aimed specifically at the early adolescent, at the very special nature of his problems, and at the importance of this life period in the development of lasting attitudes.

By providing curriculum units and materials that fill these two knowledge gaps, the Cincinnati Police-Juvenile Attitude Project makes a real contribution toward a long range solution to the problem of the police image in a free, democratic society.

The directors feel, further, that the Cincinnati Project, carried out on a wider basis, under the same rigid controls, could prove to state legislatures that such curriculum units and materials have a necessary place in both the compulsory school program and in the police training program. The persistent demand for materials and information, and the establishment of pilot projects in many parts of the country (all based on the Cincinnati Project) have convinced the directors of the Cincinnati Project that a national demonstration of the value of such curriculum units and materials is not only feasible, but also timely.

CHAPTER I

THE PROBLEM

Officially, in the beginning, the project was known as the "Police-Teacher Curriculum Development for Improving Police-Juvenile Relations." Later, needing a less awkward reference, those engaged in the program called it the "Cincinnati Police-Juvenile Attitude Project." In essence, Office of Law Enforcement Assistance Grant Project No. 052 fits both titles, since it was an attempt to change early adolescent attitudes toward law and law enforcement by inserting new curriculum units and materials into ongoing junior high school and police training programs. The design and development of such units and materials comprised the main work of the Cincinnati Project from July 1, 1966 through April 1, 1967. The experimental use of these units and materials in twelve junior high schools and in the Cincinnati Police Academy, and the evaluation of results comprised the main work of the project from April 1, 1967 to its close on August 31, 1967.

In a strict chronological sense the Cincinnati Project began more than a year before it was funded by the Office of Law Enforcement Assistance. Its origin can be established as early as the spring of 1965, when the man who was to become Project Director conducted his definitive research in the area of early adolescent attitudes toward police.[1] Working with 1,000 junior high school students in Cincinnati, Dr. Robert Portune, then a graduate assistant in the University of Cincinnati's College of Education, engaged in a unique study designed to illuminate the problem of juvenile attitudes toward law and law enforcement. This study involved the development of a reliable attitude scale (the PORTUNE ATTITUDE-TOWARD-POLICE SCALE), the interviewing of hundreds of students who scored at critical points on the scale, and the direct observation of police-juvenile contacts in the field. From these phases of the research certain problem areas emerged, were identified, and were later attacked in the Cincinnati Project. Most important of the problem areas were the following:

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[1] An Analysis of the Attitudes of Junior High School Pupils toward Police Officers. Doctoral dissertation, University of Cincinnati, 1965. Available through University Microfilms, Ann Arbor, Michigan.

1. The general population of junior high school students displayed an alarming ignorance of the function and mission of law enforcement in a democratic society.
2. The standard junior high school program was almost totally devoid of curriculum units and materials aimed at improving student knowledge and understanding of law and law enforcement.
3. Students who emerged from the ninth grade had significantly poorer attitudes toward police than did students who entered grade seven. Thus, instead of building favorable attitudes toward law and law enforcement, the school was allowing the student attitudes to deteriorate.
4. A major factor in the formation of adverse attitudes toward police was the police-juvenile contact. This contact brought together a juvenile with little or no knowledge of the nature

of law enforcement and a police officer with little or no knowledge of the nature of the early adolescent.

5. The attitudes of junior high school students toward police varied significantly with respect to age, grade in school, sex, race, school achievement, church attendance, and socio-economic level.

In general, Dr. Portune discovered, the attitudes of Cincinnati early adolescents toward police were non-negative rather than positive. When a police contact (either casual or formal) occurred, these attitudes invariably became negative. Dr. Portune theorized that much, if not all, of this adverse reaction stemmed from mutual ignorance. Because of their ignorance of the police mission and function in a free society, early adolescents did not possess favorable attitudes sufficiently strong to survive the police contact. In addition, because of their ignorance of the special nature of the early adolescent, police officers failed to make the special efforts required to enhance the police image in the minds of this particular segment of American youth.

Concluding a report of his research in 1965, Dr. Portune wrote:

> Favorable attitudes toward law enforcement...would seem to constitute one characteristic of "the good citizen," and the development of such attitudes is undoubtedly a responsibility of the junior high school. In any general national war on crime the compulsory school would seem to have an obligation to improve the police image in the minds of its students. This obligation is especially pressing when research shows that the broad, general attitude of early adolescents toward police officers needs strengthening.[2]

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[2] _Op cit_, p. 8

Speaking at Michigan State University in 1966, he further declared:

> Most persistent of all needs indicated by this (Cincinnati) study is a solution to the problem of the face to face contact between these youngsters and the policeman on the beat. It is my feeling that the compulosry school and the police agency both have a responsibility in this area...(the early adolescents) need to have an understanding of the mission and function of law enforcement officers. They need to know the place of law enforcement in the social structure of the community, the contribution of law enforcement officers to the safety and order of all citizens, and the rights and responsibilities of citizens, with respect to law enforcement.[3]

The Cincinnati research had shown, among other things, that junior high school curricula lacked a formal approach to the study of law and law enforcement. With some minor exceptions, such as haphazard assembly programs, casual invitations to law enforcement officers to address individual classes, and infrequent safety campaigns, the junior high school program did not have either the units or the materials that would foster favorable attitudes toward police. Where any attempt was made, no evaluation was attempted, no measure of success could be determined. On the contrary, the complete absence of scientific control over police-school cooperative programs, and the complete lack of reliable evaluation of such programs, was one of the consistent factors characteristic of all such endeavors, not only in Cincinnati, but in other cities where such programs existed.

It is important to place these considerations in perspective in order to gain insight into the direction taken by the Cincinnati Project, and the results of that project as described in this report. First, and possibly most important, it should be taken into account that in Cincinnati a reliable measuring instrument, the Portune ATP-Scale, had been developed prior to the inception of the project. This instrument was available as an evaluative tool when the project was finally mounted. Secondly, because of its unique position, with respect to research already completed, the University of Cincinnati was able to establish a cooperative partnership not only with the Greater Cincinnati schools, but also with the Cincinnati Police Division. Thirdly, there was a demonstrated need for new curriculum units and materials in both the ongoing junior high school program and in the ongoing police training program. In brief, the three ingredients of need, facilities for meeting the need, and instrument for evaluating success were all present when the Cincinnati Project was first proposed. It was possible, then, to define the major problem areas to be attacked in terms of university, school, and police agency.

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[3] IACP Workshop for Police Professors, April, 1966.

The recurring theme seemed to be the lack of curriculum units and materials in both school and police training program, and it was in this area that the university could offer most assistance. It became the intention of the university to utilize its facilities and faculty in the designing and developing of the needed curriculum units and materials, to place these units on an experimental basis in both school and police academy, and to measure the influence of such units on the attitudes of the early adolescents involved in the experimental program.

In May, 1966, the University of Cincinnati proposed to attack the major problem of curriculum design and development by means of a six-stage program planned to meet the following needs:

1. The need for criteria that would serve as guidelines for both of the curriculum projects, one for school and one

for police training. Up to this point, no one had ever decided what a junior high school student should know about law, or about law enforcement. Nor did guidelines exist to help specify the responsibility a police officer had for his own image, with respect to the early adolescent.

2. The need to design and develop workable curriculum units. It was felt that, to be effective, such units would have to be produced by practicing teachers and police officers. The facilities of the university would have to be utilized to bring these practicing professionals together in this endeavor.
3. The need to establish experimental programs in selected public and parochial schools and in the police academy. These programs would utilize the curriculum units and materials designed and developed by teachers and police officers working under the direction of the university.
4. The need to control and evaluate the experimental programs. Such control and evaluation would be accomplished by standard research methods, such as the use of control groups, and by application of the methods of attitude measurement available to the project team.
5. The need to disseminate the results of the project. The university was in a unique position in that conferences and institutes were part of its standard operation, thus dissemination by such means offered no special or novel

problems.

6. The need for an objective evaluation of the total project. Here the university could provide expert assessment by personnel not connected with the project.

To meet these needs the University of Cincinnati proposed a fourteen-month project, directed by Dr. Robert Portune, then assistant professor of education. Dr. Portune was to have as his assistant director Dr. Jack E. Corle, also an assistant professor of education in the university's College of Education. Rounding out the staff would be a full-time project secretary, a university graduate assistant, and several key consultants, including Colonel Stanley R. Schrotel, then Chief of the Cincinnati Police Division.

In June, 1966, it was announced by the U. S. Department of Justice that the University of Cincinnati had been granted funds to mount the project as proposed, and on July 1, 1966, a project office was opened on the university campus.

The six stages of the Cincinnati Project will be described in detail in this report, as follows:

In Chapter II, the development of the original criteria for the curriculum units, by means of a national conference of police officers and educators, will be described. Chapter III will cover the design and development of those units by means of a series of university seminars. Chapter IV will present the experimental programs as they were carried out in twelve Greater Cincinnati junior high schools and in the Cincinnati Police Academy. Chapter V will feature a full description of the attitude measurements involved in the project, as well as a complete statistical analysis of all data. The concern of Chapter VI will be a national institute held on the university campus in summer, 1967, in order to disseminate the findings, products, and recommendations of the project team. Chapter VII will be devoted to an account of the separate evaluation of the project (submitted as an appendix to this report), as well as certain recommendations and conclusions of the directors.

Products of the Cincinnati Project, such as curriculum guides, supplementary readings, and other pertinent materials are also submitted separately as appendices to this report. Where they are mentioned in the text, they are referred to by name rather than by their appendix designation.

What is involved here, then, is one city's attempt to attack a major problem of modern law enforcement, the police-juvenile relationship. To introduce a description of that attack, it seems appropriate to quote from the University of Cincinnati's original proposal, where, in discussing the significance of the project, it was stated:

> Although there is widespread recognition of the importance of juvenile and adult attitudes toward law enforcement and the law enforcement officer, little is known of those aspects of attitude formation and change that bear directly on this problem. There is agreement, however, among those concerned with the psychology and the education of youth, that the junior high school years are critical years in attitude development. Since research indicates that unfavorable attitudes toward police result from the police contact with the early adolescent, and since research also indicates that there is a lack of understanding on the part of the early adolescent of the police mission and function, and a lack of understanding on the part of the policeman of the nature of the early adolescent, a unique attack on these deficiencies is proposed by this project.[4]

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[4] Final Proposal to OLEA, May, 1966, p. 5i.

CHAPTER II

PROJECT GUIDELINES

> Stage 1: National Conference on Early Adolescent Attitudes toward Police. This conference will be sponsored jointly by the University of Cincinnati and the Cincinnati Police Division. It will be held on the campus of the university August 29, 30, and 31, 1966. Working participants will consist of ten outstanding juvenile officers recommended by the International Association of Chiefs of Police and ten leaders in the field of junior high school curriculum recommended by the National Association of Secondary School Principals. The major objectives of the participants will be (a) the defining of early adolescent attitudes toward police, and (b) the establishment of basic criteria for curriculum units, materials, and methodology aimed at the formation of favorable attitudes toward law enforcement and the law enforcement officer. The conference will be conducted by the Project Director, Assistant Director, and six speaker-consultants from the areas of adolescent psychology, junior high school social studies, teacher training, attitude research, police procedures and practices with respect to juveniles, and general law enforcement. The definitions and criteria developed by this conference will form the framework on which the (next stage of the project) will be designed.
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> University of Cincinnati Proposal to OLEA, 1966

The idea of a national conference was discussed thoroughly before it became a key part of the university's proposal. In this preliminary discussion it was pointed out that the curriculum units and materials that would be developed during the course of the project would, first of all, have to be meaningful, useful, and practical. In answering a simple question such as, "How much should a seventh grade student be expected to know about the law?" guidelines were needed, if the product of the project was to be meaningful to student and teacher, capable of being used in the ongoing school program, and practically certain to achieve hoped for results. These did not seem to be areas in which the guesses of university professors, no matter how educated such guesses, would be acceptable. Other opinions were required, not only to provide a broader base on which to build, but also to establish a kind of national consensus of need, since it was assumed from the start of the project that it would have national rather than strictly local implications.

Dr. Portune was to present the gist of these early discussions in his introductory remarks to the conference when it was held on the university campus in late August, 1966, as originally proposed. At that time, he said:

> I assure you that we, as a university faculty, could get off somewhere by ourselves, sit down, and develop a set of curriculum units on law enforcement. We don't feel, however, that such units would be either meaningful or successful. If I were going to develop a unit on chemistry, I would go to the chemists who are expert in particular phases of the subject, and I would get some idea of what such a unit involves and what limitations should be imposed. I propose to develop units on law enforcement by going to the experts and getting some guidelines.

The "experts" to whom he referred had been chosen carefully, albeit quickly, between July 1, 1966, and mid-August, 1966. As soon as it was learned that the project would be funded by OLEA, the International Association of Chiefs of Police was contacted for a list of juvenile commanders. Such a list was furnished immediately by IACP, which also expressed such interest in the project that Dr. Robert Walker of that organization was invited to participate.

Since the IACP list offered many more officers that could be invited to the conference, the directors decided to choose participating police on a regional basis, thus attempting to establish an impressive cross section of national police views. Invitations were tendered, therefore, to ten officers in what were considered to be key spots that would reflect regional thinking. Of the first ten invited to the conference, ten acceptances were received. In addition, OLEA suggested that two officers (one from Tucson, Arizona, and one from Minneapolis, Minnesota) be invited, since these officers were engaged in directing related OLEA projects. The final list of police participants included the following officers:

Lt. Joseph E. Bakes	Juvenile Bureau, Allentown, Pennsylvania
Capt. Paul Flaugher	Juvenile Bureau, Cincinnati, Ohio
Lt. Elaine Gardner	Women's Division, Detroit, Michigan
Capt. Walter Heinrich	Crime Prevention Division, Tampa, Florida
Policewoman Frances Herb	Youth Division, Chicago, Illinois
Lt. Kenneth Ice	Community Relations Division, Tucson, Arizona
Capt. Lloyd Lindsey	Juvenile Bureau, Lexington, Kentucky
Capt. Therese Rocco	Police Department, Pittsburgh, Pennsylvania
Lt. William Schonnesen	Juvenile Division, Minneapolis, Minnesota
Lt. Victor Vieira	Juvenile Division, Berkeley, California
Sgt. Harold Zook	Police Department, Little Rock, Arkansas

Captain Milton Engbring, of Milwaukee, Wisconsin, who had accepted, was prevented from attending because of late August riot conditions existing in his city. Additional local participants included Sergeant Robert Bradford, of the Hamilton County, Ohio, Sheriff's Patrol; Captain Elmer Reis, Cincinnati Police Division; Captain Robert Roncker, Cincinnati Police Division; and

Patrolman Ronald Taylor, Hamilton County, Ohio, Sheriff's Patrol. Observers to the conference consisted of various members of the Cincinnati Police Division and the Hamilton County Juvenile Court.

Although it had been suggested that the school "experts" be selected in a similar manner from a list supplied by the National Association of Secondary School Principals, this method was abandoned in favor of a matching method proposed by Dr. Corle, who felt that each police officer should be matched by a school administrator from his city. Dr. Corle advanced several reasons for such a method: first, such a conference might indirectly bring about closer cooperation between school and police agency in the involved cities; second, if, as anticipated, the project would be implemented on a national basis, and if the conference cities should be involved in such a national program, then the attendance of both a police representative and a school representative would make such implementation easier, since both representatives would have had prior contact with the project. Both reasons seemed sound, and invitations were sent to the school systems in the cities from which police officers had been invited. Of the ten school systems contacted, three could provide no participants. In two cases, Chicago and Tampa, changes in school superintendencies were responsible; in the third case, Lexington, the early starting of school was the cause. The final list of school participants included the following representatives:

Mr. William Genszler	Social Studies Supervisor, Allentown, Pennsylvania
Dr. Harold Harrison	Field Executive, Detroit, Michigan
Mrs. Cecile Hudson	Safety Supervisor, Little Rock, Arkansas
Mr. Theodore Kummerlein	Executive Director, Milwaukee, Wisconsin

Mr. Frank Mason	Administrative Assistant, Phoenix, Arizona
Mr. Dean Moore	Social Studies Supervisor, Cincinnati, Ohio
Mr. Frank Ott	Principal, Tucson, Arizona
Mr. Thomas Parker	Vice Principal, Berkeley, California
Mr. Francis Rifugiato	City Schools, Pittsburgh, Pennsylvania
Miss E. Jean Tilford	Social Studies Supervisor, Cincinnati, Ohio
Miss Helen Yeager	Social Studies Supervisor, Cincinnati, Ohio

On the morning of August 29, 1966, approximately forty participants and observers began the three-day conference that was to establish guidelines for the project. Speaking to the assembled group, Dr. Portune said:

> I don't know whether you thought you were coming here to learn....Primarily, you are here to teach. We are hoping to pick your brains for the next three days. We are hoping that through your experience in police work and school work you will have some knowledgeable opinions of what early adolescents should learn in their schools about law enforcement. We hope you will tell us what you would like policemen to know about kids....We are going to have policemen and teachers developing our curriculum units. Then they are going to take them out and try them experimentally in twelve schools and in the police academy. Consider, however, that these people have the whole range of law and law enforcement in our society to choose from. We want to limit them to those factors that you consider most important to the task at hand. We want to establish some guidelines, some criteria, within which our curriculum developers can work.

It was made clear that what the project needed from the start was a set of answers to some fairly simple and specific questions. These were questions that had been sent out in advance to all participants, and much of the work of the conference was to be concerned with providing answers where no answers had existed before. To accomplish this purpose the group was broken up into two workshop sections, each of which was to provide a final report to Dr. Walker, of the International Association of Chiefs of Police, who would, in turn, summarize results for the entire group. Between workshop sessions, information would be fed to the group through a series of pertinent papers presented by outstanding speaker-consultants who had been invited to the university campus for this purpose.

The target of the conference was specified as the youngster from age twelve through age sixteen, in grades seven, eight, and nine. It was emphasized that all discussions should focus on this youngster and not on the entire juvenile range. It was concerning this specialized group that the questions to be answered had been posed. Those questions were as follows:

1. What should early adolescents know about law enforcement?
    a. Should they know the policeman as a person or as a symbol?
    b. Should they know any mechanics of police work? Which?
    c. Should they know any of the history or philosophy of law enforcement in a democratic society? What parts?
    d. Should they know of the organization and operation of law enforcement agencies? Which ones and what?
    e. Should they know of the laws governing juveniles?
2. What image of the policeman do we want these youngsters to have?
    a. Policeman as a buddy?
    b. Policeman as an adult friend?
    c. Policeman as an armed enforcer of the law?
    d. Some combination of the above?

3. What should early adolescents accept as their own responsibilities for law enforcement?

    a. Helping the police is a duty of good citizenship?

    b. Helping themselves by helping the police?

    c. Helping the community through helping the police?

    d. Associating rights and responsibilities?

    e. Distinguishing between tattling or squealing and involvement or witnessing.

4. What responsibility does the policeman have for his own image?

    a. What does he need to know about early adolescents?

    b. Socio-economic background?

    c. Physical and psychological makeup?

    d. Family and peer relationships?

5. What devices will prove effective in shaping favorable attitudes toward police?

    a. Field trips?

    b. Visits to classrooms by police?

    c. Films?

    d. Reading materials?

To provide pertinent background information for workshop discussion, the conference featured presentations by authorities representing various related areas. Thus, on Monday, August 29, after a welcoming address by Dean William L. Carter of the university's College of Education, a keynote address was made by Colonel Stanley R. Schrotel, then Chief of the Cincinnati Police Division. Colonel Schrotel spoke on "The Police Image", relating the major problem of the image of law enforcement to the purposes of the conference. The lack of public interest and support presented a serious difficulty, according to Colonel Schrotel:[1]

> It accounts in large measure for inadequate police budgets, deficiencies in personnel and equipment, lack of active cooperation in reporting known law violations and suspicious circumstances, reluctance to serve as witnesses and jurors, the increased number of assaults upon police officers, the failure of citizens to come to the assistance of police officers, and a multitude of similar factors that reflect apathy and very often downright hostility upon the part of the public.

There was a clear need, Colonel Schrotel declared, to build a better understanding on the part of youth of the purposes and objectives of law enforcement. This was building for a future in which these young people would take their places as community leaders and parents.

On the afternoon of August 29, Mr. Samuel Chapman, of the President's Commission on Law Enforcement and the Administration of Justice, described "Law Enforcement in Our Modern Society." The purpose of this presentation was to acquaint the school people present with the broad background of the topic. This Mr. Chapman accomplished by tracing the history of law enforcement to the present time and by putting modern law enforcement in the perspective of sociological changes. Describing the policeman as the nation's shield against totalitarianism and crime-ridden streets, Mr. Chapman concluded:[1]

> The police must have public support and the public must have police service. Both are interdependent and each will falter without the other. This is so because a police department...needs the cooperation of the public. Consequently, responsibility for the prevention of crime, the apprehension of criminals, and the prosecution of

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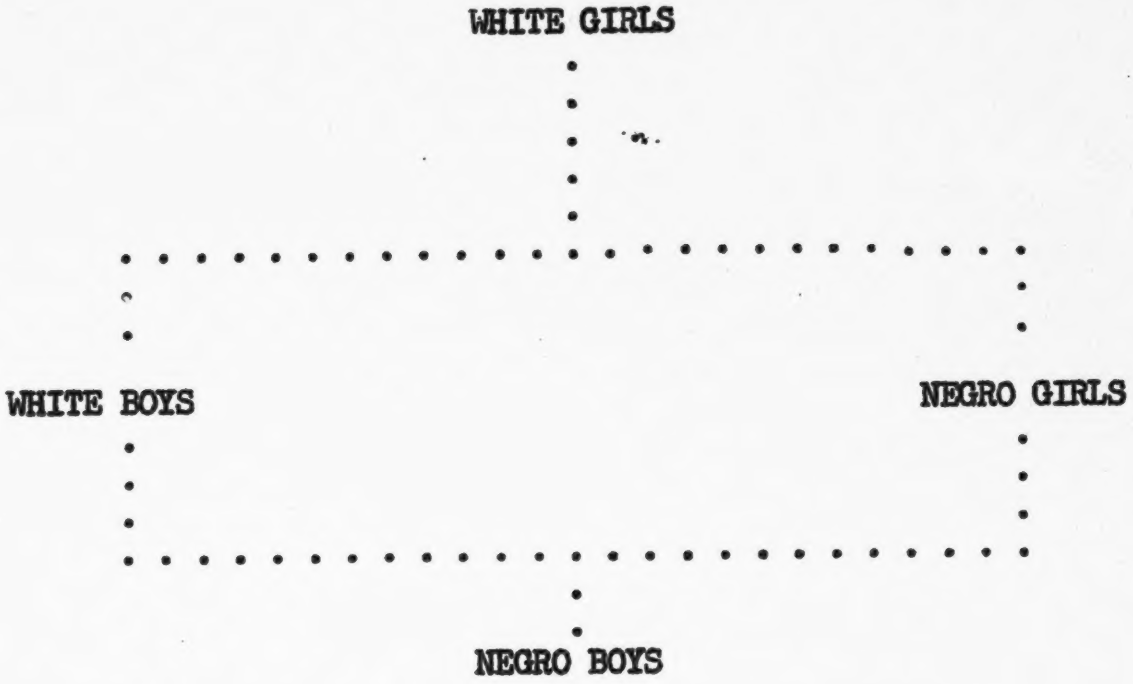
[1] Full text available in OLEA First Quarterly Report of the Cincinnati Project

> those charged with crime is not solely that of the police and the courts. It belongs to the public, too.

Also on the afternoon of August 29, Dr. Portune and Dr. Corle presented a detailed explanation of the original attitude study carried out at the University of Cincinnati. This included a description of the scaling, interviewing, and observing methods used to collect data, as well as a statistical analysis of that data. It was pointed out that the Portune ATP-Scale had been derived by scientifically acceptable methods, that its reliability tested at .90, making it useful for work with groups, and that its norms were based on the scores of 1,000 Cincinnati early adolescent subjects. Comparative means for various subgroups had produced the following information:

1. It took approximately two years of age to bring about a significant change in attitude. Thus, twelve-year olds had significantly more favorable attitudes toward police than did fourteen-year olds, thirteen was significantly more favorable than fifteen, and fourteen more favorable than sixteen.
2. Girls had significantly more favorable attitudes than did boys of their race, and whites had significantly more favorable attitudes than did Negroes of their sex. Or, graphically:



3. Pupils in high ability groups at any grade level had significantly more favorable attitudes than did pupils in low ability groups.
4. Boys who attended church regularly had significantly more favorable attitudes than did boys who were not regular in church attendance.
5. Subjects in high socio-economic levels tended to have more favorable attitudes than did those in low socio-economic levels, although the differences were not as significant as expected.

In addition, Dr. Portune and Dr. Corle had in August completed a program that would analyze the results of the ATP-Scale item by item, indicating percentages of favorable and unfavorable responses.[2] A summary of this item analysis was distributed to the participants. These figures dramatically emphasized the problem that the project proposed to solve, clearly illustrating the difference between generalities that early adolescents accepted about law enforcement and specifics that needed attention. For example, the item analysis indicated that while 72 per cent of the Negro boys agreed that "The police protect us from harm" (a generalization), only 35 per cent disagreed with the statement "Police accuse you of things you didn't do" (a specific police-contact type of statement). Again and again, it was indicated that all subgroups reacted less favorably to police-contact items than to general items, and that this reaction could, through interview and observation, be traced to the "meeting of mutual ignorance" between juvenile and policeman. "It is possible," Dr. Portune observed during the presentation, "that early adolescents are not even aware that asking questions is part of a policeman's job."

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[2] The use of this program and other statistical analyses are described in Chapter V of this report.

On the morning of August 30, Dr. Lester Guest, Professor of Psychology from Pennsylvania State University, spoke to the assembled group on "Attitudes and Their Formation." Recognized as an authority in the field of attitude and attitude change, Dr. Guest described attitude formation and attitude change, using examples from his own work in determining attitudes toward brands and brand names. He summed up his remarks by presenting suggestions "generated from research" that would be of help to anyone engaged in an attitude project:[3]

1. Actually try to teach attitudes, rather than have them develop incidentally.

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[3] Full text available in OLEA First Quarterly Report of Cincinnati Project.

2. Try to determine reference persons and groups toward whom the individual looks for approval, and influence those persons or groups.
3. Do not expect to alter immediately strongly entrenched attitudes.
4. Determine the best kind of material that will attract the attention of your target audience and the best vehicle for reaching this audience.
5. Make conclusions explicit.
6. Try to get the individual to take a public stand in the desired direction, but do not force the issue until you feel the individual will stand in your favor.
7. Create a favorable image, and then try to get the individual to remember the source of the information as well as the information itself.
8. Try to provide for experiences calculated to enhance a change of attitude in the direction you wish--in other words create dissonance for current conditions, and provide for its relief by attitude change.

On the afternoon of August 30, Mr. Carey Pace, President of the Ohio Association of Secondary School Principals, spoke on "The Nature of the Early Adolescent," bringing to the group twenty-five years of experience working with junior high school students. Mr. Pace described the very special period from ages twelve through sixteen, its special psychological and physiological nature, and the sociology of this particular age group in American society. The purpose of his presentation was to punctuate the recommendations of the project directors that the target group be the junior high school population. Emphasizing the point, Mr. Pace stated:[4]

> (These) boys and girls are searching for ideals, values, for a meaning for life. They are groping for answers in politics, religion, sex, and social understanding....They

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[4] Full text available in OLEA First Quarterly Report of Cincinnati Project.

> are searching for standards, they are forming ideals, they are reflecting on problems of good and evil.

Early adolescents, in short, Mr. Pace wanted it understood, are different. They are abandoning the value systems imposed upon them by their parents and teachers, as complex forces within these youngsters compel them to become new personalities.

Dr. Wendell Pierce, then Superintendent of Cincinnati Public Schools was the speaker on Wednesday, August 31. His topic was "Police-School Relations, a Challenge," and his presentation focused on the changing nature of metropolis and the implications of that change for school and police agency.[5]

> ...the first place we ought to start with this lay analysis is society today, particularly urban communities as a school superintendent sees them, because I don't think that anything that we say about police-school relationships and what happens to youth in large cities can be divorced from this particular background....

Dr. Pierce then specified five considerations that would influence curriculum development of the nature contemplated by the project. These were (a) the massing of people in urban areas, (b) world tension, (c) a changing morality, (d) the problem of human relations, especially race relations, and (e) the failure of society's institutions to adjust to such factors. Dr. Pierce concluded with a recommendation that services, such as police services, be humanized, especially through a process of understanding the forces that are brought to bear upon young people.

Between speeches, workshop sessions proceeded both day and night, bringing old and new knowledge to bear upon the questions at hand, so that on

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[5] Full text available in OLEA First Quarterly Report of Cincinnati Project.

August 31, at the final conference meeting, Dr. Robert Walker of the International Association of Chiefs of Police was able to present a summary of answers and an outline of criteria that would guide the project throughout its active months.

These guidelines, in outline form, developed by the participants in the University of Cincinnati's National Conference on Early Adolescent Attitudes toward Police, are the following:

Question No. 1: What should early adolescents know about law enforcement?

a. Should they know policemen as persons or symbols?

There is a need for both, but if a choice must be made, the early adolescent should know the policeman as a symbol first. This means knowing the role of the policeman as an active arm of society's protection of itself. There is a need for the symbols of uniform, badge, and revolver to be redefined so as to cause favorable reactions. Hopefully, a means can be found to present the policeman as a person, also, but not at the expense of an adequate representation of his role.

b. Should they know any mechanics of police work?

There is a need for the early adolescent to be aware of (a) auxiliary or service functions engaged in by policemen, (b) basic patrol activities, (c) modern scientific methods of crime detection.

c. Should they know any of the history and philosophy of law enforcement?

The curriculum units should make clear society's need for law enforcement. Students should be able to explain the disadvantages and dangers of a lawless society. Thus, they need to know some of the early history of police work and some of the results of an absence of law enforcement. (e.g. The Boston Police Strike.)

d. Should they know of the organization and operation of law enforcement agencies?

> They should see the organizational charts of municipal and county police. In addition, they should have some awareness of the operation of federal and state agencies. It should be made clear that law enforcement involves a highly organized, efficiently operating, interlinked network of agencies.

e. Should they know of the laws governing juveniles?

> They should be aware of those laws that apply locally. They should have some awareness of the juvenile court, correctional institutions, and parole units.

Question No. 2: What image of the policeman do we want the early adolescent to have?

a. Should he see the policeman as a buddy?

> In this respect the nature of the policeman's role predicates that he not be viewed as "one of the guys." In his contacts with early adolescents as a resource person or as a field trip guide, the policeman must be presented at a higher level of maturity than the term "buddy" implies. A line of respect, dignity, and authority must exist between juvenile and officer.

b. Should the student see the officer as an adult friend?

> While this approach is valuable for younger school children, it is hard to maintain in general at the junior high school level.

c. Should the policeman be pictured as an "armed enforcer"?

> The connotations here seem too harsh. The image should not be fear-oriented, as this question suggests.

d. What combination of factors should be included in the police image?

> The policeman should be presented as a carefully selected individual, a representative of the law,

entrusted with the task of maintaining law and order. His training should be emphasized. His function should be presented as service and assistance to citizens as they perform their daily tasks, and as protection of those same citizens from those anti-social acts that interfere with the orderly processes of democratic society.

Question No. 3: What should early adolescents accept as their own responsibilities for law enforcement?

a. That one helps the police?

Ideally, a young person should assist the police as a duty of good citizenship, as well as because he himself profits. It should also be pointed out how the normal processes of the community are allowed to function when such assistance is given. These reasons should be made clear at the student's own level of comprehension.

b. That rights are associated with responsibilities?

The concept of law and order as it has developed in our society is dependent upon the retention of some of the protective function by the people themselves. Thus, the people have an obligation to (a) summon police, (b) act as witnesses, (c) cooperate with legally constituted law enforcement agencies in the performance of their duties.

c. Can a curriculum unit resolve the dilemma of "witnessing" versus "squealing"?

This is a sensitive area in which there may develop a clash between the demands of good citizenship and the demands of peer group loyalty. An indirect approach to this problem seems vital, with socio-drama or similar technique being used.

Question No. 4: What responsibilities does the policeman have for his own image?

a. What kind of behavior is recommended?

Police have a responsibility to exemplify the Police Code of Ethics. (This Code should be read by all student groups, as well.)

b. How should the policeman view youth? Approach youth?

By the accomplishments as well as the deviations of young individuals and groups. Police should practice the three-F's of police-juvenile relations: BE FIRM, BE FAIR, BE FRIENDLY.

c. What should policemen know about the early adolescent?

Police should be thoroughly familiar with the psychology, physiology, and sociology of this group. Police should also have knowledge of special practices and procedures for handling the early adolescent without creating adverse reactions. In addition, policemen should be thoroughly familiar with the kind of image it is desirable for the youngster to have; that is, the policeman should not adopt the role of buddy, adult friend, or armed enforcer, but should present himself as a carefully selected and trained professional, carrying out a highly complex mission.

Question No. 5: What devices will prove effective in shaping favorable attitudes toward police?

a. Annotated bibliography of suitable reading matter.
b. Annotated list of available audio-visual material.
c. Selected field trips. (Completely planned in advance.)
d. Use of speakers from "status" areas of the students' own environment.
e. Preparation of special reading, viewing, and listening materials.
f. Classroom visits by law enforcement officers.
g. Model law enforcement role-playing situations.

It is well to reiterate that such criteria, simple as they might sound, represented a consensus on the part of the conference participants. Taken singly, each recommendation was far more complex than it appeared on the surface, and the first task of the curriculum designers and developers would be to examine these statements exhaustively until their full implications became clear. These guidelines directed, among other things, that every junior high school student be taught more about law and law enforcement than was then being taught in any junior high school class in the nation. Knowledge of the origin of law, the purpose of the police, police structure and organization, police duties, modern means of crime detection and presention, and the work of the courts was defined as absolutely essential. Such knowledge was not then available to early adolescents. In addition, it was felt that early adolescents needed to know that the policeman was a constructive influence in the community, that he was carefully selected and trained, that he dealt in services and assistance.

When the National Conference ended, the Cincinnati Project had been given a direction to follow. From August 31 on, it would follow the rough blueprint drawn up by the conference participants.

CHAPTER III

CURRICULUM DESIGN AND DEVELOPMENT

> Stage 2, First Phase: Autumn and Winter Seminar for Selected Teachers-in-Service. Offered by the Graduate School of Education, three hours per week, three graduate credits each Quarter. These two quarters of seminar will be offered to twelve selected social studies teachers from the Hamilton County, Ohio, public and parochial schools. The theme of this graduate program will be "Early Adolescent Attitudes toward Law Enforcement: Curriculum Units and Materials for the Junior High School." The major objectives of the seminar will be the development of three curriculum units, one in grade seven, one in grade eight, and one in grade nine, and the creation of materials, teaching aids, lists, and evaluation instruments for these units. The seminars will be conducted by the Project Director and Assistant Director and will draw upon the full resources of the Cincinnati Police Division for consultation, demonstration, and evaluation throughout the two Quarters. Data and information from the Cincinnati continuing attitude study, the definitions and criteria established by the National Conference of Stage 1, and the total experience of the teachers participating will be applied to the curriculum design. The full, regular services of the university (library, visual aids, etc.) will be utilized....The time devoted to these two seminars will total approximately twenty-one weeks.
>
> University of Cincinnati Proposal to OLEA, 1966

During the month of September, 1966, with the full cooperation of the Cincinnati Public Schools, the Cincinnati Archdiocese Schools, and the Hamilton County Public Schools, twelve veteran teachers were selected for participation in the Curriculum Development Seminar. An addendum to the regular university catalogue for the Autumn Quarter, 1966, listed the seminar as follows:

> EDUCATION. 18-215-647. Curriculum Development Seminar: Law Enforcement Units in the Junior High School. Designing and

developing units and materials on law enforcement for
grades seven, eight, and nine. 3 graduate credits.
Tu. 4:00-6:30. Portune, Corle. By invitation only.

Those teachers selected to participate were the following:

	NAME	DISTRICT	SCHOOL
1.	William W. Davis	Cincinnati Public	Sawyer Junior High
2.	Harold Flaherty	Cincinnati Public	Cutter Junior High
3.	Mrs. Joyce Howard	Cincinnati Public	Withrow Junior High
4.	Browne Jefferson	Cincinnati Public	Ach Junior High
5.	Mrs. Hazel Jones	Cincinnati Public	Heinold Junior High
6.	William Massey	Cincinnati Public	Lyon Junior High
7.	Mrs. William Schnitzer	Greenhills City Schools	Greenhills Junior High
8.	Donald Fenton	Cincinnati Archdiocese	Roger Bacon High
9.	Ben Ellis	Hamilton County Public	Anderson Junior High
10.	Eugene Hust	Hamilton County Public	White Oak Junior High
11.	Patrick McGraw	Hamilton County Public	Delhi Township School
12.	Gary Smith	Hamilton County Public	Three Rivers Junior High

Arrangements were made to register these teachers on a tuition waiver, correspondence was carried out from the project office to the teachers and their supervisors, and the first seminar session was held on October 4, 1966.

A preliminary textbook, Introduction to Law Enforcement, by Germann, Day, and Gallati (Charles Thomas, 1966) was ordered for all seminar participants, and materials packets were prepared for their use. These packets contained a full report of the National Conference, book lists, film catalogues, and other related reference sources.

Preliminary to any specific work on curriculum design, the teachers indicated, it was necessary that they be oriented to law and law enforcement themselves. Consequently, field trips to police districts and the police academy were arranged, and those who wished were permitted to ride in police cars on their regular beats. In addition, consultation was provided by beat patrolman, the former commander of the police juvenile bureau, and the police training officer.

As major objectives of the curriculum units were clarified, the recommendations of the National Conference were expanded into a workable outline, as follows:

Major Objectives

I. At the conclusion of these curriculum units students in grades seven, eight, and nine will have received instruction in the following areas related to law enforcement:

  A. The origin of the law

  B. The purpose of the police

  C. Police structure and organization

  D. Duties of the police

  E. The policeman's work day

  F. Modern means of crime prevention, detection, and control

  G. Juvenile court contact and juvenile offenders

II. At the conclusion of these curriculum units students in grades seven, eight, and nine should be able to demonstrate an awareness of the following aspects of the police image:

   A. That the policeman is a symbol as well as a person
   B. That the policeman makes a constructive contribution to the community
   C. That the policeman is carefully selected and thoroughly trained
   D. That the work of the policeman is concerned with service and assistance

III. At the conclusion of these curriculum units students in grades seven, eight, and nine, should be able to indicate, at least verbally, an understanding of their own responsibilities for law enforcement in the following terms:
   A. The individual can help enforce the law
   B. There are positive results for the individual and society that arise from helping the police
   C. Rights are achieved, altered, and influenced only through the acceptance of responsibility
   D. In the long run, negative peer loyalties become more restrictive and threatening than does good citizenship

It was felt by the seminar participants that this outline needed to become more detailed before it could be used to structure the curriculum units. Additional reading, consultation, and discussion brought about further elaboration, until all participants expressed satisfaction with the basic objectives toward which the curriculum units should aim. These now could be presented as:

Major Objectives Expanded

I. Knowledge of law enforcement.

   A. Origin of the law. Information must be transmitted on the necessity for order in society. The obligations, rights, and responsibilities of citizens must be associated with the need for law. It must be demonstrated that the law frees rather than restricts.

   B. Purpose of the police. Delegation of the enforcement function frees citizens from devoting all of their own time to self-protection. Public trust is placed in the law enforcement agency, which then becomes a symbol of the authority of the law over the behavior of the citizenry.

   C. Police structure and organization. The complex, interwoven organization of municipal, state, and federal law enforcement agencies must be explained, in order to indicate to the student that there are highly efficient, powerful, and widespread forces that stand behind the individual law enforcement officer.

   D. Duties of the police. Two primary duties are (1) the prevention and detection of crime, and (2) the control of traffic. The first includes the apprehension of the criminal. In addition, other service functions, as carried out locally, must be presented, especially those functions that bring the police in contact with the juvenile. Here the mission and function of the officer in performance of his duty can be clarified. The changing nature of police duties--both the "why" as well as the "what" must be explained in some manner.

E. The policeman's work day. Beginning with roll call, through a full "relief," to the end of the day, the essentials common to all police patrol activities can be stressed. Emphasis should be put upon the "job" and the "tools of the job" in order to establish a symbolic basis.

F. Modern means of crime detection and control. Radio, teletype, fingerprinting, crime laboratories, increased mobility, data processing, and other means should be stressed. Predictions of future means should be included.

G. Juvenile court contact and juvenile violators. The American court system and the philosophy of the courts with respect to juveniles can be presented.

II. Image of the policeman.

A. The policeman as a symbol as well as a person. Those factors that constitute the symbol of the police officer should be presented in a positive light. Where the police image is not favorable this is a result of its being evoked from unfavorable or negative symbols. The conflict that arises when we try to present the policeman as both symbol and person may be resolved by discovering an existing model in which both symbol and person create a favorable reaction. Such a model might serve as a guide for activities or presentation.

B. Constructive contribution of policemen. These must be demonstrated, especially those contributions that are not easily apparent. The many activities important to society that policemen carry out, both in and out of uniform, should be presented factually, so that the weight of evidence cannot be denied.

C. Selection and training of policemen. The police officer should be presented in terms of job qualifications and requirements. Police training should be demonstrated. Special training necessitated by special problems of society and individuals should be illustrated.

D. The work of the policeman: service and assistance. The police officer's function is positive. His power is a power of service and assistance to citizen and community. His is not a negative, restrictive function, but just the opposite. Enforcement of the law in a positive manner of service and assistance frees the citizen and the community from disorder and danger. The policeman allows the processes of a democratic society to be carried on.

III. Individual responsibilities for law enforcement.

A. The individual can help enforce the law. How crimes are reported. What it means to bear witness. The necessity for involvement as well as the necessity for avoiding behavior that "subtracts a policeman" from a place where he is more vitally needed (much as a false alarm subtracts firemen and their equipment from the city's protective forces.)

B. Positive results of helping the police. When a law is broken all individuals are endangered. The loss of life and money due to lawbreaking should be made clear. The results of crime and traffic problems in terms of suffering and misery should be demonstrated. The dependence of law enforcement agencies upon the cooperation of citizens must be clarified, and the benefits to the individual citizen and to the community should be presented, possibly in terms of the calamity that results when such cooperation is not forthcoming.

C. Rights and responsibilities. With respect to the major objective of relating rights and responsibilities, it is felt that some reference to this will run through the entire unit at each grade level.

D. Peer loyalties versus good citizenship. Not all peer groups are necessarily against law and order. Law enforcement protects against offensive treatment by negative individuals and groups. This negative, restrictive, and offensive treatment can be explored in a self-discovery manner by determining the rules and regulations of socially negative groups, such as gangs. Models of negative groups, with rules and regulations far more restrictive than the laws of our democratic society, can easily be found. It can be demonstrated that good citizenship is actually a kind of loyalty to a peer group.

It became the task of the seminar participants now to design and develop curriculum units that would achieve these major objectives through a series of class activities incorporated as a part of the ongoing social studies program in a standard junior high school. This purpose would be served, it was decided, by constructing a six-week unit at each grade level, and by utilizing as methodology a series of coordinated discovery activities such as games, role-playing, and community research.

It was proposed that the participants divide themselves by grade level and attack the problem of design first. Almost simultaneously, each of the three groups put forth the idea of choosing a general theme for each unit. Thus it was decided that the seventh grade unit would concern itself with rules, involving the students in what was from this point on to be called

"The World of Rules." Similarly, the eighth grade would be concerned with "The World of Games," using the analogy of games and organized sports to acquaint the students with the notions of law and law enforcement. The ninth grade unit, aimed at civics classes, would be called "The World of Laws" and would introduce the older student to the origin and development of law and law enforcement through his classroom activities.

It was at this point that Ginn and Company, publishers, sent the page proofs of a book in preparation for examination by the seminar. This work, John Hanna's Teenagers and the Law, was proposed by the group working at the ninth grade level as a text for their unit. At the same time an original work of fiction, Catch Me if You Can, written by Dr. Portune, was chosen as supplementary reading for the eighth grade unit. Hopeful of finding adequate motion pictures, the seminar participants viewed all films that could be procured by the university that had any theme of law or law enforcement. All participants began a thorough search of school, university, and city libraries for text materials or supplementary materials, finding, as Dr. Portune had discovered in his original research, that suitable reading for the junior high school was non-existent. The Federal Bureau of Investigation, however, was able to supply various law enforcement pamphlets in sufficient quantity that they could be used as supplementary materials in the experimental classes. Such previewing and reviewing of films, researching of written materials, and roughing out of possible discovery activities occupied the seminar group as the First Quarter came to a close.

On January 9, 1967, the Second Quarter of the university's academic year began for the seminar group of teachers. In addition, as will be described subsequently in this chapter, a second seminar group was organized to design and develop the curriculum unit that would be taught in the Cincinnati Police Academy.

The teacher group could now see the curriculum design taking shape. "The World of Rules" of grade seven, for example, was to begin with an introduction of natural rules (Natural Laws) and progress, by discovery, to man-made rules in the home, at play, and in school. Once acquainted with the nature of rules and their enforcement in his own life-experience situations, the student could then be led to a discovery of the rules of the wider community and the enforcement of such rules by the police agency.

In grade eight the concept of rules would be introduced with games. Students would first play games without rules, in order to discover the necessity for rules. They would play games with unfair and inconsistent rules. The need for enforcement of rules would be discovered, and then the need for an enforcer, or game official, who would free the players to enjoy the game to its fullest. From here the student would be led to the selection and training of officials, and, eventually, to "the game of life" in which the rules are laws and the game officials are law enforcement officers.

Grade nine would be introduced to the idea of a lawless society, using examples from history. The origin and development of law and law enforcement would follow, and modern law enforcement would be examined in terms of the mass society and the orderly processes of modern civilization. Students would research their own community to discover the necessity for community rules and proper enforcement of such rules.

As the rough outline of each unit was designed, the necessity for purposeful activities became more and more pressing. Being competent professionals, the twelve seminar participants realized that a six-week curriculum unit meant thirty days in which students did something. Each week had to be thought of as a series of class and extra-class activities designed to bring about the desired result expressed in the major purposes and their specific daily objectives. What would thirty-five eighth graders do the first day of the unit? When should a particular film be shown? At what point should a law enforcement officer be invited in as a resource person? Should there be a class project? How should the idea of scientific crime detection be introduced? There is almost no end to the questions that the curriculum developer must ask himself.

What should the student read? A typical search for materials turned up the following sparse list:

Colby, C.B., Police: The Work, Equipment, and Training of Our Finest. Coward-McCann, 1954. 48 pp.
Crump, Irving, Our State Police. Dodd, Mead & Co., 1955. 238 pp.
Floherty, John J., Behind the Silver Shield. (Rev. Ed.) Lippincott, 1957. 195 pp.
Floherty, John J., Stories of the State Police. Lippincott, 1954. 148 pp.

In addition, a work of fiction entitled Rookie Policeman, written by John Benton, and published by Dodd, Mead and Company in 1957, was suggested.

To this list the Eighth Edition of the Standard Catalogue for High School Libraries added:

Denman, Frank, The Law, It's on Your Side. MacMillan, 1952.

Available to the project in quantity were the following Federal Bureau of Investigation materials:

COMBATING THEFTS FROM SHIPMENTS

COOPERATION, THE BACKBONE OF EFFECTIVE LAW ENFORCEMENT

FBI, GUARDIAN OF CIVIL RIGHTS

FBI NATIONAL ACADEMY

HOW AIRLINES CAN HELP THE FBI

HOW AUTO DEALERS CAN HELP LAW ENFORCEMENT

HOW BANKS CAN HELP THE FBI

HOW SERVICE STATIONS CAN HELP LAW ENFORCEMENT

INFORMATION CONCERNING THE POSITION OF SPECIAL AGENT...

NATIONAL CRIME INFORMATION CENTER

NEW CONCEPTS IN THE CRIMINAL LAW

99 FACTS ABOUT THE FBI

PROWLER -- A COMMUNITY MENACE

SHOULD YOU GO INTO LAW ENFORCEMENT

STANDARDIZED ARREST ABBREVIATIONS

Reference works for teachers were far more numerous. Many were read by the participants, but the consensus of the group was that Introduction to Law Enforcement, by Germann, Day, and Gallati would best serve the purposes of the units.

What should the student view? It was felt originally that many of the concepts could be taught by use of motion pictures, but previewing of those films available to the group turned up very few that seemed suitable. No adequate film on the origin of the law was found. Two films on the policeman's work day were approved:

Policeman Day and Night (Charles Cahill) 10 minutes
Profile in Blue (WCET, Cincinnati) 28 minutes

A general overview of police work was offered by the film Every Hour Every Day, narrated by Danny Thomas, and produced by the International Association of Chiefs of Police, Washington, D. C. Beyond these three films, the seminar participants could find nothing that seemed to fit the curriculum units they were designing; therefore, little dependence was put in films as a major teaching device in the units. The only addition to the motion picture requirements was the need for several minutes of sports film, showing officials in action. (The experimental classes viewed basketball film obtainable from the University of Cincinnati Athletic Department.)

What should the students hear? It was felt that tapes could be utilized effectively in all three units, and suggestions for tapes included (a) an interview with an outstanding hero-figure, who would relate his activities to law enforcement, (b) the sounds of police work, such as police calls as they are heard inside a patrol car, (c) police officers discussing their selection and training, (d) the sounds of games, (e) tape recordings of role-playing situations as performed by the students. The tapes finally approved and used in the units were:

1. An interview with Oscar Robertson, three-time All American basketball player, and star guard with the Cincinnati Royals professional basketball team. The "Big O" relates rules and officiating in basketball to laws and law enforcement in the community.
2. Cincinnati Police Dispatcher broadcasting standard police calls. This excerpt was recorded inside a beat car.

3. Two young children, ages three and eight, inventing games. The complex rules are used to provoke discussion in class.

In addition, two commercial recordings were used, one by comedian Bob Newhart, and one by comedian Bill Cosby. The Newhart excerpt describes the rules of baseball as they might have been presented to a games manufacturer by Abner Doubleday, the inventor of baseball. The Cosby excerpt has to do with the playing of "street football." Both records (The Button Down Mind of Bob Newhart and My Life as a Child) are available in retail stores.

What should the students do? Aside from standard classroom discussions, it was agreed that the units should include discovery activities such as role-playing, games invention, and bulletin board preparation. In grade seven, students were to draw cartoons as a continuing project, seek ways to have school rules modified, and prepare classroom displays. In grade eight, games were to be invented and played, and a special school display or school program was to be worked out. In grade nine the classes could institute a SAP ("subtract a policeman") campaign, with posters and programs based on the general theme of "don't be a SAP". Newspaper and magazine clippings would be used. Reports of community research would be made. The activity lists grew weekly, and detailed plans for activities began to take shape.

The outline of the curriculum guide, as of February, 1967, presented the structure and organization of all three curriculum units in the following manner:

THE WORLD OF RULES (Grade 7)

I. Introduction

  A. Natural rules (laws) illustrated

  B. Does an individual alone need any but natural rules?

II. Home

  A. Activities that demonstrate home rules

  B. The necessity for enforcement of home rules

  C. Training and practice of the enforcer (parent?)

  D. How are home rules modified?

  E. Your individual responsibilities with respect to your family

III. Play

  A. Activities that demonstrate rules of play

  B. Who enforces the rules of play?

  C. Selection and training of the enforcer

  D. How do rules of play get changed?

  E. Your individual responsibility for following the rules of play

IV. School and Community

  A. Activities that demonstrate school and community rules

  B. Who enforces the rules in school? in the community?

  C. Training of the enforcer

  D. Modern means of enforcement

  E. Modification of the rules (by whom? why?)

  F. Your individual responsibility with respect to school and community rules

THE WORLD OF GAMES (Grade 8)

I. Introduction
    A. Use of invented games to illustrate necessity for rules, for fair rules, etc.
    B. Use of invented games to illustrate necessity for enforcer (official)

II. The organized games
    A. Discovery activities, pointing up rules of organized games
    B. Introduction of rule books and lists
    C. Who officiates? Why are officials necessary?
    D. The selection and training of officials
    E. How are rules infractions detected and punished?
    F. Why and how are rules modified?
    G. Your own responsibility to play the game fairly

III. The game of life
    A. Discovery activities showing the necessity for rules in society
    B. Introduction of lists of rules applicable to adolescents
    C. The necessity for officials (police) to free us for other tasks
    D. The selection and training of such officials
    E. The detection and apprehension of criminals
    F. The punishment of those who break society's rules
    G. Your own responsibility to live by the rules

THE WORLD OF LAWS (Grade 9)

I. Introduction
   A. Discovery activities, pointing up the lawless society
   B. The origin and development of law in the United States

II. The necessity for law in the local community
   A. Utilization of the life-experience of the students
   B. Utilization of newspapers, news broadcasts, and other media

III. The necessity for law enforcement in the local community
   A. Frees the citizen for other work
   B. Crime and traffic offer too complex a problem for the individual citizen to solve alone (organized agency needed)
   C. Organization of the police agency

IV. The police officer
   A. Selection and training
   B. Complex scientific operation that backs each officer
   C. What the policeman does and why he does it (his work day)
   D. The symbols of law enforcement (badge, revolver, etc.)

V. Your own responsibility for law enforcement
   A. Every group situation has rules and its own policeman
   B. Cooperation makes law and order possible
   C. You and the law
      1. What you should know about law
      2. What happens to lawbreakers
      3. The SAP program (don't "subtract a policeman")
   D. How you are helped by the proper enforcement of the law

The final task of bringing together the ingredients of curriculum outline, activities, and materials to achieve the unit objectives occupied the remaining time in which the seminar was active. It was decided that the final format of the written units would be a series of thirty daily lesson plans at each grade level, with each lesson plan set up on the standard outline of (a) daily objectives, (b) content material, (c) major activities, (d) assignment, and (e) special equipment or resource materials. The three grade level groups now began the final task of translating the accumulated weeks of experience into teaching manuals that would be meaningful, usable, and practical. Daily objectives were devised, content chosen to meet those objectives, and activities selected to best get the content across to the students. Assignments and resource materials were listed. An example of the final product of the curriculum development seminar now read as follows:

THE WORLD OF GAMES Grade 8

FIRST WEEK - Second Day

I. Objectives

A. To introduce a group game with inconsistent rules that change at the whim of the leader

B. To encourage the students to discover the need for standard, formal methods of modifying rules

II. Content

A. The teacher should be prepared to discuss the characteristics of good laws, emphasizing that they are -

1. Fair
2. Consistent

        3. Promulgated
        4. Capable of modification through standard, formal procedures
    B. The teacher should introduce the concept of penalties for infractions of rules

III. Major Activities

    A. Preliminary discussion of the assignment topic
    B. The teacher introduces a new game called "Chalk," the rules of which are spelled out clearly as follows:
        1. In "Chalk" there are two teams of seven students each, with the remainder of the students acting as spectators who will analyze the game.
        2. The purpose of the game is to pass a piece of chalk from the head of the line to the end of the line and back to the head again.
        3. The team that finishes first will be declared the winner.
        4. The rules are repeated, if necessary. It is emphasized that these are definite rules, and that they are fair to all persons concerned.
    C. The student at the head of each line is given a piece of chalk and, on the word "Go!" the chalk is passed. Before the game can be completed, however, the teacher says "Stop!"
    D. The teacher explains that he forgot to tell the teams that the chalk must be passed with the left hand only.
    E. The game begins again, and is halted almost immediately. This time the teacher announces that the game is conducted with the

eyes closed.

F. The teacher continues this routine, changing the rules before the game can be completed, until the students object. At this time the teacher calls a halt to the experiment, and students return to their seats.

G. Guided discussion is based upon the following questions:

1. What is the matter with this game? Are the rules unfair?
2. Can a game be successful, if the rules keep changing at the whim of the leader?
3. If the rules need changing, how and when should this be accomplished? (Are sports rules changed in the middle of a game?)
4. Should rules be standardized, in writing, and known to all participants?
5. If laws are considered to be the rules of society, what can we say about laws from the experience of the three games we have played in these two days?

IV. Assignment

The class is divided into four groups (I, II, III, and IV) and the following tasks are assigned:

Group I - Draw up a list of rules for the game called "Ball" (played the previous day)

Group II - Draw up a list of penalties for infractions of the rules in the game of "Ball."

Group III - Draw up a list of rules for the game called "Chalk."

Group IV - Draw up a list of penalties for infractions of the rules of the game of "Chalk."

V. Resource Materials Suggested for This Lesson

A. Two pieces of chalk

B. Possibly a whistle to start and stop the game

During the final weeks of the seminar two consultants were invited to work with the participants. Dr. Donald Christian assisted with the preparation of individual quizzes and tests to be used in evaluating student progress, and Mr. Vernon Thomas assisted with the preparation of handout materials and overhead projection drawings for the units. On the advice of Dr. Christian, a copy of Green's Teacher-Made Tests was ordered for all seminar participants. It was decided that evaluation instruments would be individually prepared by each teacher, since all teachers had now been working with the classes that would be the experimental classes since the beginning of the school year in September, 1966. Attitude scaling, however, would be done uniformly for all experimental and control groups both before and within three weeks after the experimental units were taught. Mr. John Henderson, graduate research assistant for the Cincinnati Project, instructed the seminar participants in the administration of the Portune ATP-Scale.

Final polishing of the teaching manuals, assembly of full curriculum packets (including handouts, text, supplementary reading, tapes, and film orders), and a preliminary assessment by Cincinnati social studies supervisors took place in March, 1967, and April 3 was set as the target date for the beginning of the units in the selected experimental schools.

It was planned that all teachers involved would meet for a full critique of the units after the close of the experimental program, and, with this provision, the curriculum development seminar for teachers came to an end, having fulfilled the terms of the original Cincinnati proposal for the First Phase of Stage 2 of the project.

Meanwhile, the Second Phase of Stage 2 had been established according to the following description:

> Stage 2: Second Phase. Winter Seminar for Selected Police-in-Service. Offered by the Undergraduate College of Education, three hours per week, three undergraduate credits per Quarter. This seminar will be offered to twelve selected and assigned police officers from the Cincinnati Police Division. The theme of this undergraduate program will be "Early Adolescent Attitudes toward Police: A Program for Police Training." The major objectives of this seminar will be the development of a curriculum unit for the Cincinnati Police Academy, and the creation of materials, teaching aids, lists and evaluation instruments for this unit. The seminar will be conducted by the Project Director and consultants from the University of Cincinnati's Departments of Secondary Education, Psychology, and Sociology, with assistance from the Hamilton County, Ohio, public and parochial schools. Data and information from the Cincinnati continuing attitude study, the definitions and criteria established by the national conference, and the total experience of the police officers participating will be applied to the curriculum design. All services and facilities of the university will be utilized. ....The time devoted to this seminar will be approximately ten weeks.
>
> University of Cincinnati Proposal to OLEA, 1966

With the cooperation of the Personnel Director of the Cincinnati Police Division, twelve police officers from the Greater Cincinnati area were selected to participate in the Curriculum Development Seminar. This police seminar was listed in the university bulletin as follows:

> EDUCATION 18-215-548. Curriculum Development Seminar: A Unit on Early Adolescence for Police Training Programs. Designing and developing a unit on the nature of the early adolescent,

his personality and attitudes. 3 credits. M 4:00-6:30. Portune, Corle. By invitation only for selected police officers.

Those officers selected to participate were the following:

	NAME	DEPARTMENT
1.	Sergeant Harold Fassnacht	Amberley Village
2.	Lieutenant Woodrow Breig	Cincinnati
3.	Patrolman Kenny Chitwood	Cincinnati
4.	Captain Joseph Crawford	Cincinnati
5.	Specialist Bobby Hill	Cincinnati
6.	Sergeant Wesley Mysonhimer	Cincinnati
7.	Policewoman Novella Noble	Cincinnati
8.	Policewoman Patricia Whalen	Cincinnati
9.	Chief Howard R. Makin	Delhi Hills Township
10.	Lieutenant Robert Bradford	Hamilton County
11.	Lieutenant Belton Flick	Norwood
12.	Chief Fred W. Engelman	Reading

Arrangements were made to enroll these officers on a tuition waiver, correspondence was carried out from the project office to these officers, and the group assembled for the first seminar session on January 9, 1967.

A textbook, Adolescent Development, by Elizabeth A. Hurlock (McGraw-Hill, Inc., 1967) was ordered for the seminar participants and materials packets were prepared. These packets included most of the material from the National Conference of August, 1966, as well as film catalogues and book lists.

The orientation of the officers proved easier than had that of the teachers. The directors felt that two factors were responsible: Most of the officers were active in decision-making positions; therefore, they did not need to be persudaded to make decisions for police training; teachers, on the other hand, are accustomed to decision-making being in the hands of administrators and supervisors. Secondly, since the police image was the subject of the project, the police officers were more vitally involved as the psychological objects under consideration. To the teachers, the problem had to be stated: "How do early adolescents feel about them (police)?" The officers would state the question as "How do early adolescents feel about me?" Being more personally involved, they were quicker to engage themselves in the search for answers.

As orientation, the officers were presented with the guidelines established by the National Conference in the summer of 1966. They listened to tapes of that conference that they deemed pertinent, paying particular attention to Mr. Cary Pace's description of the early adolescent. The Cincinnati attitude research was carefully examined and explained, and the progress of the teacher seminar was detailed.

It was agreed by all officers participating that there were certain values to be gained by including a unit on the early adolescent in the police training program. The length of the unit, it was felt, should be from six to ten hours, and the attainable objectives of the unit should be the following:

At the conclusion of this unit the police trainee should -

1. -- be able to state the importance of creating a favorable

police image in the mind of the early adolescent,

2. -- be able to identify certain psychological characteristics that make early adolescence a unique life-period,
3. -- be aware of certain physical changes taking place in early adolescence,
4. -- have corrected certain mistaken ideas (myths) that prevail concerning the early adolescent,
5. -- be acquainted with the major characteristics of the early adolescent sub-culture, its alien nature, its causes, and its consequences,
6. -- have knowledge of certain factors that enhance the image of the police officer in his general and specific contacts with early adolescents,
7. -- be able to point out how a favorable image contributes to his success as a police officer and to the success of the police department as a whole.

The seminar participants were determined that they would bring to bear on these objectives only those items of information and skill that they, as practicing professional law enforcement agents, felt vitally necessary to the task of prevention, detection, and apprehension. Common sense dictated that police recruits could not be made adolescent psychologists or sociologists in the time allowed for the unit; the psychology, physiology, and sociology of the adolescent would have to be trimmed of all excess fat, so that what remained was of vital importance to the police officer in the performance of his duty. These decisions being made, the officer-participants now set out to learn about the early adolescent themselves.

Available literature was examined, and two books were purchased. Hurlock's Adolescent Development, previously mentioned in this chapter, became the major text of the seminar. Later Berne's Games People Play (Grove Press) was ordered and read by all members of the group so that insight into the inter-relationships between people might be better understood. Motion pictures pertinent to the unit were viewed and reviewed. These pictures included the following titles: Age of Turmoil, Puberty, Youth and the Law, Policeman Day and Night.

Two consultants were invited to make presentations to the group. These were Dr. Worth Jones, University of Cincinnati Department of Special School Services, who is expert in the area of interview, and Dr. Eugene Cash, Cincinnati Board of Education Psychologist, who acted as consultant on early adolescent problems, especially as they relate to minority groups.

The proposed unit was outlined and divided among subgroups of seminar participants for research. The four major areas thus became:

1. Psychology and physical development of the early adolescent
2. Subculture of the early adolescent
3. The police image, as it evolves from police-juvenile contacts
4. Procedures for creating a favorable and successful police-juvenile relationship

Initial outlines submitted by the subgroups included the following:

PSYCHOLOGY AND PHYSICAL DEVELOPMENT

I. The nature of early adolescence

- A. How the psychologist sees it
- B. How the physiologist sees it
- C. What it means to the early adolescent himself
- D. Traditional beliefs of adults about adolescence (myths)
- E. How the practicing policeman should see it

II. How early adolescent attitudes are developed

- A. The parrotted attitudes of childhood
- B. Development of unique personality
- C. Influences (peer, adult, communications media)
- D. Dissonances, when fact and attitude are in conflict

III. The basic needs of adolescents

- A. Well-being
- B. Recognition
- C. Love
- D. Self-esteem
- E. Feeling of success

SUBCULTURE OF THE EARLY ADOLESCENT

I. The social triangle

- A. Home
- B. School
- C. Street

II. Influences of the home

- A. Protectiveness of parents
- B. Sibling rivalry
- C. Beginning of limited freedom

D. Social lag of parents

E. Home disintegrating factors

III. Influence of the school

A. Transitional nature of junior high school

B. Increased academic pressures

C. Discipline problems

D. Inter-relationships of pupils

1. In class

2. Out of class (extra-curricular activities)

IV. Influence of the street

A. The gang (good and bad)

B. Socio-economic differences (neighborhood variation)

C. Leadership and followership (what is valued in the street

POLICE-JUVENILE CONTACTS

I. General contacts

A. Games

B. Patrol

C. Traffic post

D. Under investigative conditions

E. Informative

F. Transitional services

II. Specific contacts

A. Informant contacts (juvenile is informant)

B. Complainant contacts (juvenile is complainant)

    - C. Witness contacts (juvenile is witness)
    - D. Inquiry contacts (juvenile makes inquiry)
    - E. Suspect contacts (juvenile is suspect)

III. Values to be gained in contacts with juveniles

    - A. Establishment and enhancement of police image
    - B. Lay groundwork for future rapport
    - C. Secure cooperation and assistance

SPECIAL PROCEDURES

I. Friendliness

II. Professionalism in manner and appearance

III. Employment of knowledge of basic psychology and sociology of the early adolescent

    - A. Listen to him
    - B. Know the signs of fear
    - C. Be honest
    - D. Treat him as an individual

The real difficulty, all participants agreed, was limiting the subject to a reasonable number of hours of instruction. Much of the material would have to be presented in straight lecture form, with emphasis provided by some pertinent audio-visual aids. For example, the lecture might contain the following information, with respect to police-juvenile contacts:

> Contacts between the police officer and the juvenile provide an opportunity for the police officer to display firsthand all the attributes that are desirable in a modern law enforcement officer. How he deals with the early adolescent can at times have more influence on the "image" of the policeman than how

> he deals with an adult. The adult usually has more understanding of the human frailties of policemen, while the adolescent will be judging the police officer to see how he measures up to a preconceived image.
>
> It must be impressed upon the officer that he, as an individual, helps to create the image of all policemen. He is looked upon as part of "them," the group of all police officers. For this reason the officer must conduct himself both in his official life and in his private life in a manner beyond reproach. This includes dress, speech, firmness, integrity, and all personal habits. The juvenile is observant and quick to criticize.[1]

How much the early adolescent sees and how he reacts to what he sees could be illustrated in the following manner:

1. Film could be made of various police activities
2. These film sequences could be shown to early adolescents for reaction
3. The film sequences and taped reactions could then be used to point up the message of the lecture

Such combinations of lecture and teaching aid (overhead projections, slide projection, motion picture, tape recording) were discussed thoroughly as the unit outline took shape. Final audio-visual selections for the experimental unit became -

1. Age of Turmoil (McGraw-Hill Films) 30 minutes
2. Overhead projection, "Attitudes of 1,000 Early Adolescents toward Police" (5 minutes of use)
3. Tape recording, "Interview with Early Adolescent on His Feelings toward Police" (2 minutes)
4. Various slides of early adolescents, showing variations in physique, appearance, etc.

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[1] Lieutenant Woodrow Breig, seminar presentation

5. Special Cincinnati Police Film, illustrating various police activities, with taped reactions to film of various early adolescents (approximately 20 minutes)

For purposes of flexibility in varying situations, it was decided that the police training unit should be presented in outline form, with each item of the outline representing a point that all participants felt especially important for the police officer to know. It was agreed also that the experimental unit in the Cincinnati Police Academy would be taught by the Project Director and one of the class participants (Policewoman Patricia Whalen).

The remainder of the seminar time was devoted to writing and rewriting the topic outline to be used by the instructors, making the police activities film in the field, and taping juvenile reactions to the film. Target date for the experimental program in the police academy was set for April 14, 1967.

It was planned that all officers would meet for a critique of the unit after it had been taught, and, with this provision, the curriculum development seminar for police officers came to an end, having fulfilled the terms of the original Cincinnati proposal.

The final versions of both the school curriculum manual and the police training manual are included with this report under separate cover, and they are considered a part of the report itself. The use of these materials experimentally is discussed in the following chapter.

CHAPTER IV

EXPERIMENTAL PROGRAMS

> Stage 3: The Spring Experimental Programs. In late March, 1967, the curriculum units developed in the teacher seminar will be incorporated, on an experimental basis, in twelve Hamilton County public and parochial junior high school classes, four in grade seven, four in grade eight, and four in grade nine, involving approximately 500 pupils. Twelve matched classes, involving another 500 pupils, will be used as control groups. Both the experimental and the control groups will be measured on the Attitude-toward-Police Scale before the experimental program begins, and on an alternate version of the scale at the conclusion of the experimental program. The experimental units will be conducted by the twelve teachers who developed the materials and methods in Stage 2. ....The curriculum units developed in the police seminar will be incorporated in the Cincinnati Police Academy program in spring of 1967, on an experimental basis.
>
> University of Cincinnati Proposal to OLEA, 1966

April 3, 1967, was the target date decided upon for the establishment of twelve experimental curriculum units in the selected target schools in Cincinnati and Hamilton County, Ohio.

The Cincinnati Public Schools social studies supervisors now announced that the experimental program in their schools would be limited to two weeks duration. Although it was felt that this imposed severe restrictions upon the program, the Directors felt that there were some compensations to be gained: no one could guarantee that in a general acceptance of the units in any city they would be taught for the full six weeks for which they were designed. It was felt that two weeks would constitute a minimum time that could be allotted, with six weeks as a desirable maximum. Having two-week and six-week units in operation experimentally would enable the Directors to evaluate the feasibility of both programs. Consequently, the six Cincinnati junior high schools committed to the program adopted two-week units at the following grade levels:

Cutter Junior High School -- Grade Seven
Heinold Junior High School -- Grade Seven
Lyon Junior High School -- Grade Eight
Withrow Junior High School -- Grade Eight
Ach Junior High School -- Grade Nine
Sawyer Junior High School -- Grade Nine

The remaining six schools adopted six-week units at the following grade levels:

Greenhills Junior High School -- Grade Seven
Anderson Junior High School -- Grade Eight
Delhi School -- Grade Eight
Three Rivers Junior High -- Grade Eight
White Oak Junior High School -- Grade Eight
Roger Bacon High School -- Grade Nine

The total number of students involved in the experimental programs was as follows:

Grade Seven -- 228
Grade Eight -- 158
Grade Nine -- 151
Total 537

Because of absences and various other causes this total varied from 537 to 487 during the course of the pilot study. In general, the school population involved could be termed normal for the purposes of the study, encompassing a cross section of the metropolitan area. The control groups, matched within each school as to grade and ability level within that grade, numbered approximately 250 students. (The difference in numbers being caused by the fact that whereas some schools offered as many as four experimental classes, it was not thought necessary to provide an equal number of control groups; the criteria was that a control group be matched, not that it be equal in number to the experimental group.)

Under the direction of Mr. John Henderson, Research Assistant, all experimental and control groups were scaled by means of the Portune ATP-Scale. This scaling was accomplished during the week of March 24, 1967, and all completed scales were returned to the Research Assistant for scoring and tabulating.

Curriculum kits were prepared and delivered to all experimental schools. These kits included the following items:

Grade Seven

Teacher's Guide for THE WORLD OF RULES

Teacher's copy of Teenagers and the Law and Introduction to Law Enforcement

Handouts as specified in Teacher's Guide (These were provided in sufficient quantity for all students)

F.B.I. handouts

Cincinnati Police Academy Training Bulletin

Master tape: All audio recordings on the tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

Grade Eight

Teacher's Guide for THE WORLD OF GAMES

Teacher's copy of Teenagers and the Law, Introduction to Law Enforcement, and Catch Me if You Can

Student copies of Catch Me if You Can (one per student)

Handouts as specified in Teacher's Guide

F.B.I. handouts

Cincinnati Police Academy Training Bulletin

Master tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

Grade Nine

Teacher's Guide for THE WORLD OF LAWS

Teacher's copy of Teenagers and the Law and Introduction to Law Enforcement

Student copies of Teenagers and the Law (one copy for each two students)

Handouts as specified in Teacher's Guide

F.B.I. handouts

Master tape

Directions for ordering films and records

Directions for scheduling police officers as resource persons

The Project Office took the responsibility for delivering films and records when scheduled by the teachers.

Once the students were scaled it was left to the teacher's discretion when the actual teaching of the unit would begin. In most cases, the starting date was April 10, 1967. Following that date, all experimental schools established, taught, and completed the experimental units, utilizing the daily lesson plans, handout materials, supplementary reading materials, tapes, and movies specified in the Teacher's Guide at each level. It was agreed that the short-term units (two-week) would include all films, tapes, and the school visit by a resource officer. In addition, the short-term units utilized the supplementary reading materials and the class project. Long-term units (six-week) used the entire program as laid out in detail in the Teacher's Guide.

During the months of April and May, 1967, all units were taught without any unforeseen problems in all experimental schools. Motion pictures and tapes were delivered on the schedule indicated below:

DATE	SCHOOL	ITEM
April 13, 1967	Anderson Junior High	Oscar Robertson Tape
April 14, 1967	Anderson Junior High	U.C. Basketball Game
	Three Rivers Junior High	Oscar Robertson Tape
April 17, 1967	Three Rivers Junior High	U.C. Basketball Game
	White Oak Junior High	Oscar Robertson Tape
	Withrow Junior High	Oscar Robertson Tape
April 18, 1967	Heinold Junior High	Profile in Blue
	White Oak Junior High	U.C. Basketball Game

DATE	SCHOOL	ITEM
April 19, 1967	Roger Bacon High School	Profile in Blue
	Withrow Junior High	U.C. Basketball Game
April 20, 1967	Heinold Junior High	Visit by Resource Officer
	Withrow Junior High	Policeman Day and Night
April 21, 1967	Ach Junior High	Profile in Blue
	Anderson Junior High	Policeman Day and Night
	Lyon Junior High	Oscar Robertson Tape
April 24, 1967	Lyon Junior High	U.C. Basketball Game
	Three Rivers Junior High	Policeman Day and Night
April 25, 1967	Ach Junior High	Visit by Resource Officer
	White Oak Junior High	Policeman Day and Night
	Withrow Junior High	Profile in Blue
April 26, 1967	Lyon Junior High	Policeman Day and Night
	Withrow Junior High	Bob Newhart Tape
April 27, 1967	Anderson Junior High	Profile in Blue
	Roger Bacon High	Visit by Resource Officer
	Withrow Junior High	Visit by Resource Officer
April 28, 1967	Three Rivers Junior High	Profile in Blue
May 1, 1967	Lyon Junior High	Police calls Tape
	White Oak Junior High	Profile in Blue
May 2, 1967	Anderson Junior High	Bob Newhart Tape
	Lyon Junior High	Policeman Day and Night
	Lyon Junior High	Profile in Blue
May 3, 1967	Sawyer Junior High	Profile in Blue
	Three Rivers Junior High	Bob Newhart Tape
May 4, 1967	Anderson Junior High	Visit by Resource Officer
	Sawyer Junior High	Qualifications for Police Training
	White Oak Junior High	Bob Newhart Tape
May 5, 1967	Three Rivers Junior High	Visit by Resource Officer
May 8, 1967	Greenhills Junior High	Bill Cosby Tape
	Sawyer Junior High	Visit by Resource Officer
	White Oak Junior High	Visit by Resource Officer

DATE	SCHOOL	ITEM
May 10, 1967	Cutter Junior High	Visit by Resource Officer
May 11, 1967	Cutter Junior High	Police Calls Tape
May 12, 1967	Cutter Junior High Greenhills Junior High	Profile in Blue Policeman Day and Night
May 15, 1967	Anderson Junior High	Police Calls Tape
May 16, 1967	Delhi Hills School Three Rivers Junior High	Policeman Day and Night Police Calls Tape
May 17, 1967	Anderson Junior High White Oak Junior High	Every Hour Every Day Police Calls Tape
May 18, 1967	Three Rivers Junior High	Every Hour Every Day
May 19, 1967	White Oak Junior High	Every Hour Every Day
May 23, 1967	Delhi Hills School	Profile in Blue
May 24, 1967	Greenhills Junior High	Visit by Resource Officer
May 25, 1967	Greenhills Junior High	Police Calls Tape
May 29, 1967	Greenhills Junior High	Profile in Blue

Two weeks after the completion of all units, student experimental subjects and control subjects were post-scaled by means of the Portune ATP-Scale. An alternate version of the scale was not used for this post-scaling on the advice of Dr. Lester Guest, who felt such a change unnecessary.

A final seminar session was held on June 7, 1967, attended by all experimental phase teachers. During this seminar certain slight modifications were suggested, experiences were shared, and general satisfaction with the curriculum units was expressed. The following excerpts indicate the general feelings expressed during this final critique:

> (On role playing situations) They really enjoy this business of getting in and acting out what they normally do.

> (On the Robertson tape) They were very enthusiastic when I told them it was Oscar Robertson. But the tape dragged out too long. It could have been cut to five minutes.
>
> (On visits by police officers) The most influential part of the unit....The biggest single thing....The students wanted the officer to come back....One of the most effective things we did....They were most appreciative.
>
> (On listening to police calls) Someone should interpret them --what the various signals mean....We don't realize how hard the calls are to understand until we see the students' reactions.
>
> (On field trips) We had a chance to visit a nearby police station. Youngsters at this age are quite impressed by the equipment and facilities. I think, they got a lot out of the visit.
>
> (On text materials) I didn't feel any pressing need for more at the seventh grade level. There were enough activities to keep us busy....They liked the novel very much....I think all of the reactions to the novel were favorable....Teenagers and the Law was a real highlight to the ninth grade program.
>
> (On projects) We got a figure--a manikin--from the Fraternal Order of Police and dressed it in a police uniform and put it in the classroom....They devised a project for the public address system....We prepared a full-scale display for the three display boards in our front hall....One group, I had, decided they wanted to make safety posters, featuring policemen....
>
> (On other activities) They liked the games, and they arrived at the concepts very quickly....My group wanted to keep inventing new games....It was a different kind of unit; I asked them if they would like more units like this in school --six of them said no, but one hundred nineteen of them said they would!

The teachers of the short-term units, in general, felt that the time was insufficient to accomplish all that they wished to accomplish, while the long-term teachers were quite satisfied with six weeks. Most teachers felt that the units had been instrumental in bringing about new understandings on the part of the students. Enthusiasm for a continuation of the units was general, and it was indicated that several of the school districts were already planning to extend the use of the materials, if they would be made available to the schools.

At approximately the same time the school units were being put into operation, the police training unit was introduced into the curriculum of the Cincinnati Police Academy.

Film sequences for this unit had now been made in Districts Three and Two of the City of Cincinnati. These illustrated the following sequences:

1. Directing traffic at a school crosswalk
2. Approaching patrol car, containing stern, unsmiling officer
3. Approaching patrol car, containing friendly officer
4. Officer entering and leaving patrol car, carrying nightstick
5. Officer and citizen: officer's coat unbuttoned and hat tilted
6. Officer and citizen: officer's coat buttoned and hat squared
7. Officer walking patrol -
    a. Trying doors
    b. Talking to children
    c. Tagging parked car
8. Officer at home with own children
9. Officer making forcible arrest
10. Officer directing traffic on downtown street

These sequences were shown to junior high school students in the Cincinnati Public Schools. Remarks of these students were recorded as they discussed individual sequences.

The following curriculum kit was now assembled for the police training unit:

1. Instructor's copy of Adolescent Development and Games People Play
2. Overhead projector transparencies: Graphs of 1,000 early adolescent attitudes toward police
3. Handouts of the Portune ATP-Scale for all recruits
4. Handouts of "Do's" and "Don't's" in handling early adolescents
5. Tape: Interview with early adolescent
6. Film: Age of Turmoil
7. Film: Cincinnati Police Activities
8. Taped student reactions to Cincinnati film
9. Instructor's Guide

During the week of April 10, 1967, approximately 58 police recruits received the instruction outlined in the Instructor's Guide. Instructors for this experimental unit were Dr. Robert Portune and Policewoman Patricia Whalen. A four-hour unit was taught at this time (to be repeated in July and October). Overhead projection, film, film slide, and tape were used as aids during the instruction. The Project Director taught for two hours on the topics of "Early Adolescent Attitudes" and "The Early Adolescent Subculture." Miss Whalen presented the topics, "The Psychology and Physiology of the Early Adolescent" and "Special Police Procedures with the Early Adolescent." A test was prepared by the instructors and was administered as part of the standard evaluation of the police recruits.

There was no scientific method of measuring whether or not the unit brought about any immediate change in attitude of the police recruits, with respect to early adolescents, because no such measuring instrument now exists. The assessment of the Academy supervisors was that the unit was successful, if the responses of the recruits on their examination is an indication of success.

In fulfilling the terms of the University of Cincinnati proposal, those involved in the Cincinnati Project were able to show that the curriculum units designed and developed within the guidelines set down by the National Conference were practical, meaningful, and extremely teachable. It was demonstrated that the school units _did_ have an immediate positive effect upon the attitude scale scores of the subjects who received instruction, while the control subjects either did not have significant alteration in scores or had significant _negative_ change.

In terms of what was done in the experimental classes, both curriculum guides speak for themselves in detail. The school unit, entitled _Law and Law Enforcement_ provides a day-by-day, step-by-step blueprint that can be followed by any junior high school social studies teacher who will take the time to orient himself to the Content required for each day's lesson. The police unit, entitled "The Nature of the Early Adolescent" is a workable outline for a training instructor, equipped with the curriculum kit described in this chapter, to follow. Both guides, as designed and modified, are for practical use, requiring a minimum of special materials. Both can be considered successful examples of curriculum design and development.

CHAPTER V

STATISTICAL DATA

> Stage 6: The Continuing Attitude Study....It is proposed that this study be continued by a research team composed of a full-time graduate student in the College of Education, working under the project directors....It would be the responsibility of this team to provide the seminars and supervisors of the experimental program with a continuing stream of information and data for interpretation and action. This team would administer the pre-tests and post-tests used in evaluating the experimental programs.... The resourses of the University of Cincinnati Computer Center and the Hamilton County Data Processing Center would be utilized by the team during the course of the project.
>
> University of Cincinnati Proposal to OLEA, 1966

The Portune Attitude-toward-Police Scale is composed of twenty simple statements of opinion. It was developed in 1965 by standard Thurstone-Chave methods, using one hundred five original statements and one hundred judges, and its norms were derived from 1000 junior high school students. The reliability coefficient of this scale is .90, making it satisfactory for use with groups such as those involved in the Cincinnati Project.

Students respond to the Portune ATP-Scale by circling one of five letters, indicating intensity of feeling concerning a particular item. These items are then scored according to the favorability of response. That is, agreement of a subject with a favorable item is scored high, as is disagreement with an unfavorable item. Thus a subject who circles SA (Strongly Agree) in response to a favorable item receives a score of 4 points. An A (Agree) on this item is given 3 points. If U (Uncertain) is circled the subject receives 2 points. D (Disagree) earns 1 point on this item, and SD (Strongly Disagree) brings 0 points. Scoring is reversed when the item itself is unfavorable. i.e. A subject who circles SD on such an item receives a score of 4 points.

The scoring system, therefore, allows for a possible scoring of 80 points for the person who responds most favorably toward the psychological object (the law enforcement officer) on all twenty items. The subject who responds most negatively on all twenty items receives a score of 0. Various combinations of SA, A, U, D, and SD produce scores somewhere between 0 and 80, and these scores reflect varying attitudes toward law enforcement officers.

The pre-scaling and post-scaling of the subjects engaged in the Cincinnati Police-Juvenile Attitude Project were conducted by Mr. John Henderson, the Project Research Assistant. As has been indicated in the preceeding chapter, between the pre-scaling and the post-scaling, the control subjects received no such instruction. It was hypothesized that the instruction would have a significant effect upon the attitude scale scores of the experimental group and that this significance would be accented by the results obtained by the control group.

In addition to the measurement of attitude change, other use was made of the scale scores secured during this project. All pre-scale results were combined with the results of the 1965 study to obtain a base of approximately 2000 subjects from which certain norms may be secured.

To accomplish the statistical analysis desired individual item responses and total scores of each student on the Portune-ATP Scale were placed in data processing cards. Matched cards were used to record pre- and post-scaling responses, a master information card on each student was punched, and three programs were prepared for computerization of all data.

The first program consisted of Barlett's Test for Homogeneity of Variance, and F-test, and t-tests to isolate significant differences in subgroup means. This program was applied to the combined results of the 1965 group and the scaled project group. This combination provides a normative group of 1998 early adolescents from both city and suburban areas. A summation of pertinent information appears in Table I. Here the students are divided by race and sex, the number in each subgroup is provided, and subgroup means are listed. The t-test results for differences between means and the level of significance are shown as the various subgroups are compared horizontally. The level of significance is an indication of the probability of a difference between pairs of means occurring by chance alone. At the 5% level, therefore, the given difference in means would occur in only 5 out of 100 cases by chance alone. At the 1% level the given difference would occur in only 1 of 100 cases. Social Scientists are generally agreed that the 5% level of significance represents a "true" difference, as opposed to differences that occur by sampling only. Even more confidence may be placed in the results that produce significance at the 1% level.

Table I presents data which indicate that among early adolescents white girls have the most favorable attitudes toward police. White boys, Negro girls, and Negro boys follow in that order. The differences in means are large enough that we can assume that they did not happen by chance alone in more than 1 out of 100 cases.

Table II presents comparable data for the 1967 study alone, showing subgroup race-and-sex means being compared for those students who participated in the Cincinnati Police-Juvenile Attitude Project. No changes in the relative positions of the subgroups were observable, although the means tend to be slightly higher than in the total normative group. This slight increase is possibly due to the inclusion of a large number of suburban students in the 1967 project.

Table III presents data concerning the experimental and control groups. This information is used in determining the effectiveness of the project

TABLE I

Mean scores, by race and sex, made by 1,998 early adolescents on both the 1965 and the 1967 pre-test administrations of the ATP-Scale.

Group	N	Mean	Group	N	Mean	T
Negro Boys	303	48.67	Negro Girls	305	54.05	5.34**
Negro Boys	303	48.67	White Boys	796	56.23	8.72**
Negro Boys	303	48.67	White Girls	594	59.68	12.68**
Negro Girls	305	54.05	White Boys	796	56.23	2.61**
Negro Girls	305	54.05	White Girls	594	59.68	6.80**
White Boys	796	56.23	White Girls	594	59.68	5.14**

* Significant at the 5% level
** Significant at the 1% level

TABLE II

Mean scores, by race and sex, on the 1967 pre-test administration of the ATP-Scale.

Group	N	Mean	Group	N	Mean	T
Negro Boys	122	51.11	Negro Girls	125	55.09	2.77**
Negro Boys	122	51.11	White Boys	467	57.70	5.40**
Negro Boys	122	51.11	White Girls	321	60.02	7.27**
Negro Girls	125	55.09	White Boys	467	57.70	2.22*
Negro Girls	125	55.09	White Girls	321	60.02	4.24**
White Boys	467	57.70	White Girls	321	60.02	2.75**

* Significant at the 5% level
** Significant at the 1% level

TABLE III

Mean scores, by race and sex, of experimental and control groups on the ATP-Scale in pre- and post-test administrations.

Group	N	Pre-test Mean	Post-Test Mean	Gain	T
Negro Boys, Experimental	54	53.31	53.96	+ .65	.26
Negro Girls, Experimental	55	53.89	55.40	+ 1.53	.89
White Boys, Experimental	233	57.55	60.34	+ 2.79	2.66**
White Girls, Experimental	144	58.19	63.46	+ 5.27	3.76**
Negro Boys, Control	47	49.96	47.57	- 2.39	.95
Negro Girls, Control	54	56.56	54.44	- 2.12	.84
White Boys, Control	186	58.58	58.89	+ .31	.24
White Girls, Control	146	61.38	59.99	- 1.39	1.06

* Significant at the 5% level
** Significant at the 1% level

TABLE IV

Mean scores, by grade level, of experimental and control groups on the ATP-Scale in pre- and post-test administrations.

Group	N	Pre-test Mean	Post-test Mean	Gain	T
Grade 7 - Experimental	203	58.38	59.30	+ .92	.72
Grade 8 - Experimental	143	53.76	60.20	+ 6.44	4.90**
Grade 9 - Experimental	139	57.48	60.68	+ 3.20	2.63**
Grade 7 - Control	201	60.30	60.23	- .07	.05
Grade 8 - Control	147	57.18	54.56	- 2.62	1.78*
Grade 9 - Control	85	55.68	56.02	+ .34	.17

* Significant at the 5% level
** Significant at the 1% level

curriculum units in changing attitudes of early adolescents. Students in the experimental group were taught the curriculum units; those in control groups were not. Since the curruculum units were the primary factor that was not the same for both groups, it is assumed that differences in the amount and kind of attitude change can be attributed to the units.

Although the first program revealed no significant differences in pre- and post-test means of Negro students, it did reveal that the means of experimental groups were rising as the means of control groups were falling. Since no test is provided in this first program to see if the differences between the means of control and experimental groups are significant, further analysis was made by means of the program illustrated by Table VI later in this chapter.

Significant improvement in the attitude scale scores of white students can be read from Table III. These changes proved to be significant at the 1% level of confidence for both boys and girls, when these students are in the experimental group. No significant changes occur in the control groups.

Table IV and V show the effectiveness of the various curriculum units at different grade levels in the junior high school. As has previously been pointed out in this report, some experimental groups were taught a condensed two week curriculum unit white others received a full six weeks of instruction. In Table IV both two week and six week units are combined to produce the results shown, so that comparison is made of pre- and post-scale results for all students at a particular grade level. When this is done no significant difference can be noted in Grade 7. The experimental group in Grade 9 shows a significant gain in a favorable direction, while the control group does not change. In Grade 8 the experimental group makes a significant favorable gain at the same time the control group shows a significant unfavorable change. The spread between the Grade 8 experimental

TABLE V

Mean scores, by grade levels and by length of instructional unit, on the ATP-Scale in pre- and post-test administrations.

Experimental Group	N	Pre-test Mean	Post-test Mean	Gain	T
Grade 7 (2 weeks)	70	53.46	49.63	- 3.83	1.83*
Grade 7 (6 weeks)	133	60.98	64.31	+ 3.33	2.42**
Grade 8 (2 weeks)	44	56.02	61.64	+ 5.62	2.40**
Grade 8 (6 weeks)	99	52.76	59.56	+ 6.80	4.30**
Grade 9 (2 weeks)	35	53.11	56.86	+ 3.75	1.60
Grade 9 (6 weeks)	104	58.95	61.97	+ 3.02	2.20*

* Significant at the 5% level
** Significant at the 1% level

TABLE VI

Percentage of pupils whose scores changed from pre- to post-test administrations of the ATP-Scale and the direction of such changes, by race and sex.

Group	N	Higher ATP Score	Same ATP Score	Lower ATP Score	X^2
Experimental					
Negro Boys	54	58	2	40	**
Negro Girls	55	55	4	41	*
White Boys	224	62	7	31	*
White Girls	143	75	6	19	**
Control					
Negro Boys	47	36	8	54	
Negro Girls	54	43	9	48	
White Boys	186	48	7	45	
White Girls	148	44	2	54	

* Significant at the 5% level
** Significant at the 1% level

and control groups (difference between gain and loss) is an impressive statistic and indicates the greatest success occurring at Grade 8.

Table V presents data that are useful in analyzing the effectiveness of two week versus six week curriculum units at the various grade levels. The means of the control groups are not included, since they are the same as those presented in Table IV.

The means of the pre- and post-scaling scores at the seventh grade level (TableV) show an interesting contrast. The six week unit results in a significant improvement in attitude, while the two week unit brings about a significant worsening of attitude. It is the conclusion of those engaged in the project that the seventh grade two week unit does no more than raise serious questions in the minds of students, questions that are not resolved before the unit comes to its very quick end. That this does not occur in the six week unit is evidenced by the fact that significant favorable change does occur if the unit is allowed to run its entire course.

Table V shows that the ninth grade units both produce favorable changes, although only the six week unit produces a significantly favorable change. In Grade 8 both the six week and the two week units bring about significantly favorable changes in attitude. Teachers of these units have indicated that the junior novel, Catch Me if You Can, was used in both units, and that it proved so popular with the students that it may have had enough impact to offset the limited instruction of a two week unit. In addition, the games that were a vital part of both the six week and two week eighth grade units were probably a real contributing factor to the results.

It is clear in both Tables IV and V that the instructional units have brought about changes in the students exposed to them, and it may be concluded that the teaching of a six week unit at any of the three grade levels will bring about significant differences in pre- and post-test scale scores, indicating that the units are successful in producing the results for which they were designed.

In comparing means, however, there is a possibility that a change in mean scores may occur because of a few extreme changes within the group, rather than because of a general raising or lowering of the scores of many individuals across the full range of the sample. Table VI presents data which indicate that the shift in means was the result of a general improvement throughout the experimental groups rather than extreme changes in a few scores.

The material for Tables VI and VII was prepared by comparing the pre- and post-scale. Chi-square was then used to test the significance of any differences that might be evident between the experimental and control groups.

Although, as has been pointed out, Table III did not indicate a significant change in the means of Negro students in the experimental group, it can be seen in Table VI that a significantly large percentage of Negro students did improve their attitude scale scores. This indicates that the curriculum units were effective in bringing about a general, if modest, improvement in the attitudes of Negro students toward police. This percentage of improvement proves to be at the 5% level of confidence for Negro girls and the 1% level for Negro boys.

In the experimental groups the majority of white students scored higher on the post-scale, indicating a general shifting of attitude in a more favorable direction. The percentage of change (75%) of white girls in the experimental group is particularly interesting in light of the shift in the opposite direction of the white girls in the control group.

Table VI makes clear that the experimental students were making significant general changes in a favorable direction, while the control groups were not changing significantly.

TABLE VII

Percentage of pupils whose scores changed from pre- to post-test administrations of the ATP-Scale and the direction of such change, by grade level and by length of instructional unit.

Group	N	Higher ATP Score	Same ATP Score	Lower ATP Score	X^2
Experimental					
Grade 7 (2 weeks)	71	34	4	62	**
Grade 7 (6 weeks)	134	65	7	28	**
Grade 8 (2 weeks)	44	70	1	29	**
Grade 8 (6 weeks)	99	81	8	11	**
Grade 9 (2 weeks)	35	74	0	26	**
Grade 9 (6 weeks)	104	58	7	35	*
Control					
Grade 7	198	49	7	44	
Grade 8	149	40	4	56	
Grade 9	85	44	11	45	

* Significant at the 5% level
** Significant at the 1% level

Table VII presents similar data by grade level and length of instruction. The drop in mean attitude scale scores for the seventh grade students who received only two weeks of instruction is again evident here (of Table V). This change seems to have occurred in general throughout the group, with 62% of the students making lower scores after the short term instruction. The reverse is true, as can be seen in Table VII, for all other subgroups in the experimental program, with the largest percentage of change occurring in the Grade 8 six week units, where 81% of the students improved their scores after instruction.

Again, it can be seen in Table VII that the six week units produce the results for which they were designed, while condensing the units to two weeks is effective at both the eighth and ninth grade levels.

A third statistical program run on the data available from the Portune ATP-Scale consisted of an item by item analysis of the percentage of students responding at each level of intensity. In this program the various subgroups were compared for their responses of SA, A, U, D and SD. The Tables labeled VIII, Items 1 through 20, show the results of this tabulation.

In order to interpret the favorability of a response it is necessary to know the direction of favorability indicated by SA (Strongly Agree) and SD (Strongly Disagree). This information is presented at the top of each table.

The tables are arranged to show comparisons by race and sex, as well as by two-week and six-week units at each grade level. Shifts in responses to any item may be analyzed by studying the percentages listed for pre- and post-scaling. It is generally not expected that students will change their responses from intense unfavorability to intense favorability; a change from unfavorability to uncertainty would appear to be a more reasonable expectation of shift, as would a change from uncertainty to some favorability. The various items analyzed in Table VIII provide evidence that the desired, but gradual shifts do take place in practically every subgroup, giving reason to predict that the continuation of the units from Grade 7 through Grade 9 will increase both the student's knowledge of law and law enforcement and his respect for and appreciation of the police officer.

In this program, as in the other two, it is clear that the use of the curriculum units does bring about changes in response that are too consistent to be due to chance alone.

TABLE VIII

Pre-test and post-test responses, by percentage of experimental groups to the ATP-Scale.

Statement No. 1: POLICE KEEP THE CITY GOOD.

SA is favorable

Group	SD		D		U		A		SA		N
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Negro Boys	6	4	8	12	23	12	48	53	15	19	57
Negro Girls	11	0	20	13	27	28	31	46	11	13	54
White Boys	2	0	9	6	15	8	61	58	13	28	248
White Girls	2	1	12	7	24	15	52	54	10	23	147
Grade 7 (2 weeks)	5	3	13	15	29	28	35	38	17	17	72
Grade 7 (6 weeks)	3	1	8	4	18	8	60	60	10	27	135
Grade 8 (2 weeks)	2	2	8	7	25	11	56	55	8	25	44
Grade 8 (6 weeks)	4	0	19	12	25	15	43	59	9	14	99
Grade 9 (2 weeks)	14	0	11	6	18	18	45	56	11	21	34
Grade 9 (6 weeks)	1	0	6	5	10	5	65	53	18	37	103

Statement No. 2: POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	15	11	12	26	35	23	20	30	17	11
Negro Girls	25	7	19	31	30	30	14	24	13	7
White Boys	16	22	36	33	21	24	19	14	7	8
White Girls	18	26	34	39	29	24	15	9	4	3
Grade 7 (2 weeks)	18	7	20	26	32	28	18	24	12	15
Grade 7 (6 weeks)	16	35	36	31	28	23	16	7	3	4
Grade 8 (2 weeks)	27	9	23	39	23	27	17	20	10	5
Grade 8 (6 weeks)	15	17	31	30	25	32	18	16	10	4
Grade 9 (2 weeks)	23	15	11	29	34	21	18	26	14	9
Grade 9 (6 weeks)	17	22	40	45	18	17	18	11	7	6

Statement No. 3: THE POLICE ARE STUPID.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	37	39	31	40	15	14	9	2	8	5
Negro Girls	39	31	44	44	16	17	0	4	2	4
White Boys	46	52	38	31	9	10	4	3	1	4
White Girls	53	55	31	34	9	7	4	2	3	1
Grade 7 (2 weeks)	45	28	38	36	9	25	5	3	4	8
Grade 7 (6 weeks)	58	56	28	33	9	4	3	1	2	4
Grade 8 (2 weeks)	38	61	38	32	21	5	4	2	0	0
Grade 8 (6 weeks)	37	45	37	37	12	13	10	3	4	1
Grade 9 (2 weeks)	34	26	41	53	16	15	0	0	9	6
Grade 9 (6 weeks)	53	63	38	28	7	5	1	2	0	2

Statement No. 4: POLICE PROTECT US FROM HARM.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	3	7	8	5	15	11	40	53	34	25
Negro Girls	0	2	9	7	20	6	42	63	28	22
White Boys	1	1	9	4	13	8	53	50	24	37
White Girls	2	1	6	3	14	7	46	50	32	39
Grade 7 (2 weeks)	1	1	4	8	17	13	38	58	40	19
Grade 7 (6 weeks)	1	2	8	4	12	3	45	47	35	44
Grade 8 (2 weeks)	2	2	8	0	17	0	46	59	27	39
Grade 8 (6 weeks)	4	1	13	6	17	15	51	47	15	30
Grade 9 (2 weeks)	2	6	7	6	18	6	50	56	23	26
Grade 9 (6 weeks)	1	1	8	3	9	8	55	50	26	39

Statement No. 5: THE POLICE REALLY TRY TO HELP YOU WHEN YOU'RE IN TROUBLE.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	9	2	6	5	17	7	34	53	34	33
Negro Girls	0	0	3	2	11	6	36	56	50	37
White Boys	2	2	5	2	12	12	42	42	40	42
White Girls	2	1	6	1	14	8	40	39	37	50
Grade 7 (2 weeks)	5	7	1	4	12	11	35	49	46	29
Grade 7 (6 weeks)	3	1	2	1	9	6	32	33	54	59
Grade 8 (2 weeks)	2	2	8	0	17	7	40	43	33	48
Grade 8 (6 weeks)	1	0	8	2	18	18	48	40	25	39
Grade 9 (2 weeks)	7	0	7	0	11	6	43	59	32	35
Grade 9 (6 weeks)	2	0	7	3	14	7	39	51	38	39

Statement No. 6: THE POLICE ARE MEAN.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	14	18	34	26	35	40	12	11	5	5
Negro Girls	16	9	38	46	33	41	13	4	2	0
White Boys	25	26	43	46	20	19	7	7	5	2
White Girls	34	35	40	46	16	17	6	1	4	1
Grade 7 (2 weeks)	13	13	32	28	34	42	13	11	7	7
Grade 7 (6 weeks)	42	35	32	42	18	15	3	6	5	2
Grade 8 (2 weeks)	19	23	48	55	17	18	15	5	2	0
Grade 8 (6 weeks)	20	28	45	43	21	25	8	3	5	0
Grade 9 (2 weeks)	18	15	30	44	41	38	11	3	0	0
Grade 9 (6 weeks)	21	27	50	50	17	20	7	3	4	0

Statement No. 7: THE POLICE OFFER YOU MONEY TO TELL ON OTHER KIDS.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	42	31	30	20	16	6	9	3	4
Negro Girls	50	39	27	30	19	30	2	2	3	0
White Boys	67	58	20	25	9	11	2	2	1	3
White Girls	65	61	19	27	14	11	1	0	1	1
Grade 7 (2 weeks)	50	38	26	25	17	25	5	6	2	7
Grade 7 (6 weeks)	74	63	13	24	11	9	0	1	2	3
Grade 8 (2 weeks)	65	48	21	39	13	14	2	0	0	0
Grade 8 (6 weeks)	55	56	25	26	15	17	3	0	1	1
Grade 9 (2 weeks)	34	38	32	32	23	24	5	6	7	0
Grade 9 (6 weeks)	69	65	22	24	7	7	1	3	0	1

Statement No. 8: POLICE USE CLUBS ON PEOPLE FOR NO REASON AT ALL.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	37	20	25	20	21	15	9	5	9
Negro Girls	38	35	33	35	17	26	6	2	4	2
White Boys	63	55	26	33	7	9	3	1	1	2
White Girls	66	62	21	27	9	8	2	2	2	1
Grade 7 (2 weeks)	48	35	29	31	15	25	5	4	4	6
Grade 7 (6 weeks)	69	65	21	26	5	5	2	2	3	1
Grade 8 (2 weeks)	50	61	31	30	8	7	8	2	2	0
Grade 8 (6 weeks)	55	49	23	33	15	14	6	1	1	2
Grade 9 (2 weeks)	39	26	18	35	23	29	11	6	9	3
Grade 9 (6 weeks)	64	56	28	36	6	5	2	2	0	1

Statement No. 9: THE POLICE KEEP LAW AND ORDER.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	5	4	11	9	22	11	34	56	29	21
Negro Girls	3	0	14	7	28	19	34	50	20	24
White Boys	2	2	9	3	10	10	50	49	29	35
White Girls	4	1	10	5	22	8	43	50	21	35
Grade 7 (2 weeks)	5	8	12	11	22	22	29	38	32	21
Grade 7 (6 weeks)	3	1	9	4	17	8	43	48	27	39
Grade 8 (2 weeks)	4	0	10	9	19	9	44	53	23	28
Grade 8 (6 weeks)	4	0	14	6	22	8	48	58	13	28
Grade 9 (2 weeks)	5	3	11	3	27	3	39	68	18	24
Grade 9 (6 weeks)	1	1	6	1	6	10	50	49	38	40

Statement No. 10: WITHOUT POLICEMEN THERE WOULD BE CRIME EVERYWHERE.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	6	4	5	2	3	2	26	26	60	67
Negro Girls	2	0	3	6	13	9	28	35	55	50
White Boys	2	2	6	3	8	7	23	25	61	63
White Girls	4	1	7	2	15	7	28	37	47	52
Grade 7 (2 weeks)	1	3	2	3	13	8	22	36	61	50
Grade 7 (6 weeks)	2	2	4	3	9	5	26	31	59	59
Grade 8 (2 weeks)	8	0	8	2	10	2	19	20	54	66
Grade 8 (6 weeks)	4	2	11	3	13	8	23	30	50	57
Grade 9 (2 weeks)	5	0	0	3	5	12	30	24	61	62
Grade 9 (6 weeks)	3	1	7	1	8	9	26	25	56	64

Statement No. 11: YOU CAN RELY ON THE POLICE IN TIMES OF DISTRESS.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	8	7	20	12	25	26	37	42	11	12
Negro Girls	9	4	19	9	28	20	27	50	17	17
White Boys	4	4	13	5	18	16	48	49	16	27
White Girls	4	1	9	5	19	18	39	42	29	33
Grade 7 (2 weeks)	4	17	22	13	24	22	39	40	11	8
Grade 7 (6 weeks)	3	1	7	1	16	18	45	43	30	37
Grade 8 (2 weeks)	6	0	19	11	23	18	35	48	17	23
Grade 8 (6 weeks)	9	0	12	7	29	20	36	46	14	26
Grade 9 (2 weeks)	14	3	11	6	20	18	27	47	27	26
Grade 9 (6 weeks)	4	2	14	6	15	13	50	53	17	26

Statement No. 12: POLICEMEN ARE DEDICATED MEN.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	5	4	5	0	25	23	34	49	32	25
Negro Girls	3	4	3	6	23	19	34	39	36	33
White Boys	1	1	4	4	18	16	51	43	26	36
White Girls	1	1	6	1	23	11	42	46	29	41
Grade 7 (2 weeks)	5	6	5	1	23	38	37	42	30	14
Grade 7 (6 weeks)	1	1	2	4	21	10	40	39	35	46
Grade 8 (2 weeks)	0	2	6	0	17	14	48	39	29	45
Grade 8 (6 weeks)	2	2	9	1	26	13	47	54	15	30
Grade 9 (2 weeks)	2	0	0	6	23	9	36	53	39	32
Grade 9 (6 weeks)	1	0	4	5	17	12	52	42	26	42

Statement No. 13: POLICE TRY TO ACT BIG SHOT.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	14	32	39	22	19	17	18	12	11
Negro Girls	19	9	27	35	22	43	20	9	13	4
White Boys	15	20	47	50	16	16	12	8	9	6
White Girls	27	30	38	46	19	17	8	6	8	1
Grade 7 (2 weeks)	21	10	27	28	21	31	15	21	17	11
Grade 7 (6 weeks)	27	31	44	44	16	16	5	4	7	4
Grade 8 (2 weeks)	19	23	38	57	13	11	19	2	13	7
Grade 8 (6 weeks)	16	19	37	45	21	24	14	9	12	2
Grade 9 (2 weeks)	18	18	30	32	18	32	25	15	9	3
Grade 9 (6 weeks)	11	18	53	61	18	11	12	6	6	4

Statement No. 14: THE POLICE ARE ALWAYS MAD AT KIDS.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	14	49	46	22	25	5	11	8	5
Negro Girls	22	19	48	56	20	26	6	0	3	0
White Boys	27	27	46	49	17	17	6	4	3	3
White Girls	30	31	48	52	12	11	6	4	4	2
Grade 7 (2 weeks)	23	17	50	47	17	21	1	8	9	7
Grade 7 (6 weeks)	39	36	43	46	10	13	3	3	4	1
Grade 8 (2 weeks)	27	18	48	66	15	11	10	5	0	0
Grade 8 (6 weeks)	18	19	47	53	21	19	8	5	5	4
Grade 9 (2 weeks)	11	21	45	47	30	26	11	6	2	0
Grade 9 (6 weeks)	24	31	51	51	16	13	7	3	1	2

Statement No. 15: POLICE HELP ME TO HELP MYSELF.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	6	5	11	12	37	19	34	54	12	9
Negro Girls	3	0	11	9	27	15	34	65	25	11
White Boys	5	4	10	5	24	24	44	45	17	22
White Girls	6	2	9	6	27	17	39	47	19	28
Grade 7 (2 weeks)	7	10	11	10	26	21	34	51	22	8
Grade 7 (6 weeks)	6	3	6	5	22	18	37	39	29	35
Grade 8 (2 weeks)	6	0	10	5	27	18	33	57	23	20
Grade 8 (6 weeks)	5	3	17	9	34	25	37	45	6	17
Grade 9 (2 weeks)	2	0	7	12	41	12	36	62	14	15
Grade 9 (6 weeks)	4	1	7	2	24	24	50	54	14	18

Statement No. 16: POLICE REPRESENT TROUBLE INSTEAD OF HELP.

SD is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	40	33	37	35	15	14	6	11	2	7
Negro Girls	28	31	45	44	20	24	3	0	3	0
White Boys	40	43	42	39	9	12	6	4	2	2
White Girls	52	52	34	38	7	7	6	3	1	1
Grade 7 (2 weeks)	39	26	44	42	11	26	2	1	4	4
Grade 7 (6 weeks)	56	61	32	24	5	8	4	4	3	3
Grade 8 (2 weeks)	42	57	25	39	23	2	8	2	2	0
Grade 8 (6 weeks)	35	41	45	45	12	10	7	2	2	1
Grade 9 (2 weeks)	25	29	43	44	25	18	7	9	0	0
Grade 9 (6 weeks)	43	35	45	49	7	10	6	7	0	0

Statement No. 17: POLICE ARE BRAVE MEN.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	2	2	5	7	26	25	40	42	28	25
Negro Girls	3	2	8	4	27	28	33	41	30	26
White Boys	4	2	5	4	27	17	39	47	25	30
White Girls	2	0	8	3	18	12	42	42	30	44
Grade 7 (2 weeks)	2	6	6	7	28	26	30	36	33	25
Grade 7 (6 weeks)	3	0	3	3	16	14	36	36	42	47
Grade 8 (2 weeks)	0	0	17	0	25	16	38	55	21	30
Grade 8 (6 weeks)	6	1	7	3	29	14	35	44	22	37
Grade 9 (2 weeks)	5	3	9	9	20	26	43	35	33	26
Grade 9 (6 weeks)	0	0	3	3	31	18	50	55	17	23

Statement No. 18: THE POLICE ARE PROTECTIVE OF OUR COUNTRY.

SA is favorable

Group	SD		D		U		A		SA	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	3	5	5	2	22	14	54	63	17	16
Negro Girls	5	0	5	4	23	20	42	56	25	20
White Boys	2	1	3	4	13	14	59	54	23	27
White Girls	1	0	3	1	24	13	50	47	22	39
Grade 7 (2 weeks)	4	3	2	4	28	31	38	51	28	11
Grade 7 (6 weeks)	4	0	3	2	12	13	49	45	32	40
Grade 8 (2 weeks)	4	0	8	2	17	18	52	52	19	27
Grade 8 (6 weeks)	0	0	5	4	29	11	51	54	15	31
Grade 9 (2 weeks)	2	3	2	0	25	9	57	59	14	29
Grade 9 (6 weeks)	0	2	3	4	9	12	67	58	21	24

Statement No. 19: POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN.

SD is favorable

	SD		D		U		A		SA	
Group	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	18	14	37	46	22	21	6	7	17	12
Negro Girls	19	9	27	43	30	31	17	9	8	7
White Boys	24	24	36	42	19	19	12	10	9	6
White Girls	34	36	39	46	14	11	7	5	6	2
Grade 7 (2 weeks)	27	14	27	28	21	28	13	15	12	15
Grade 7 (6 weeks)	37	45	40	37	12	9	4	7	7	2
Grade 8 (2 weeks)	31	23	33	50	19	16	6	7	10	5
Grade 8 (6 weeks)	23	14	36	54	21	20	12	10	8	2
Grade 9 (2 weeks)	9	18	27	35	34	32	16	9	14	6
Grade 9 (6 weeks)	20	21	40	53	18	17	16	3	7	6

Statement No. 20: POLICE TRY TO GET SMART WITH YOU WHEN YOU ASK A QUESTION.

SD is favorable

	SD		D		U		A		SA	
Group	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Negro Boys	17	19	23	26	22	26	28	12	11	16
Negro Girls	16	13	39	22	25	44	13	17	8	4
White Boys	19	24	42	44	19	14	12	11	7	7
White Girls	34	29	35	48	17	13	7	7	7	3
Grade 7 (2 weeks)	22	6	28	22	13	32	23	19	13	21
Grade 7 (6 weeks)	36	41	36	46	16	6	3	4	8	3
Grade 8 (2 weeks)	33	25	27	43	23	20	10	7	6	5
Grade 8 (6 weeks)	15	16	38	45	25	19	15	14	7	5
Grade 9 (2 weeks)	7	29	36	24	25	32	23	12	9	3
Grade 9 (6 weeks)	16	20	50	46	19	19	12	10	4	5

CHAPTER VI

DISSEMINATION AND IMPLEMENTATION

> Stage 5: National Institute on Early Adolescent Attitudes toward Law Enforcement. To be held the final two weeks of July, 1967, on the University of Cincinnati Campus, under the joint sponsorship of the University of Cincinnati and the Cincinnati Police Division. The purpose of this institute will be to bring together thirty participants, half junior high school social studies teachers and half police officers, to be trained in the use of the curriculum units and materials and methodology developed by the project seminars and experimental programs. During this institute the curriculum kits will be disseminated and will be the basis for the work conducted. The original purpose of the project, the established definitions and criteria, and the developmental programs will be examined in depth. General sessions of the institute will bring teachers and police together; workshop sessions will allow each group to explore its own specialization.
>
> University of Cincinnati Proposal to OLEA, 1966

As soon as preliminary data indicated that the experimental school programs had brought about significant immediate changes in attitude scale scores, plans were made to carry out the National Institute on Early Adolescent Attitudes toward Law Enforcement. Such plans included the contacting of representative police departments and school districts across the nation, arranging for transportation, housing and feeding of the institute members, scheduling general sessions, workshop sessions, and field trips, and assembling curriculum kits for all participants. Summer school schedules of the university restricted the institute to the middle of July, and it was decided that the dates July 10 through July 21 were most satisfactory for this stage of the project.

The directors intended that the institute serve as a model workshop, one that could be repeated in detail by participants or by the directors acting as consultants as the need arose in the future. It was decided, therefore, that the institute would include all phases of the project, including the development of the Attitude-toward-Police scale and its use as an evaluating instrument. Because the detailed, step-by-step stages of the institute proved highly successful in orienting participants to the project and its accomplishments, the two week program is important to this report. It proceeded as follows:

PROGRAM

July 10, 1967

A.M.	Registration	Dr. Jack E. Corle
	Orientation (Why we are here.)	Dr. Robert Portune
P.M.	Introduction of participants	
	The Cincinnati Police-Juvenile Attitude Project (The 1966 Proposal)	Dr. Portune

July 11, 1967

A.M.	Welcome	Dr. Charles Weilbaker, Assistant Dean College of Education
	Address: "Police University Partnership"	Colonel Jacob W. Schott Chief, Cincinnati Police Division
	Question and answer period	Chief Schott
P.M.	Early Adolescent Attitudes	Dr. Portune
	Workshop Session, Police	Dr. Portune
	Workshop Session, Teachers	Dr. Corle

July 12, 1967

A.M.	Field Trip: HUGHES HIGH SCHOOL Observation of Junior High School students in summer school	
P.M.	Developing an Attitude Scale	Dr. Portune
	Administration of the ATP-Scale	Mr. John Henderson
	Statistical Programs used in the Project. Statistical results of the Cincinnati Program	Dr. Corle

July 13, 1967

A.M.	Interview and Observation Techniques (Used in the Cincinnati Project)	Dr. Portune
	Workshop Session, Police	Dr. Corle
	Workshop Session, Teachers	Dr. Portune
P.M.	Address	Mr. Richard Braun Assistant Director, Criminal Division U.S. Dept. of Justice
	Distribution of Curriculum Kits	

July 14, 1967

A.M.	Discussion of the following: Hanna's "Teenagers and the Law" Portune's "Catch Me if you Can" F.B.I Handout Materials Curriculum Unit Appendices	Dr. Portune
P.M.	Field Trip: THE HAMILTON COUNTY JUVENILE COURT	Judge Benjamin Schwartz Mr. Paul Hahn, Director Dr. Walter Lippert, Chief Psychologist

July 17, 1967

A.M.	Presentation: "The World of Rules", Grade Seven Curriculum Unit (Including motion pictures and tapes used in this unit)	Mrs. William Schnitzer, Experimental Teacher Dr. Portune
P.M.	Workshop Session	Mrs. Schnitzer as consultant

July 18, 1967

A.M.	Presentation: "The World of Games", Grade Eight Curriculum Unit (Including motion pictures and tapes used in this unit	Drs. Portune and Corle, for Mr. Eugene Hust, Experimental Teacher (who was ill)
P.M.	Workshop Session	Drs. Portune and Corle
	Presentation of the Police Unit, "The Nature of the Early Adolescent"	Dr. Portune

July 19, 1967

A.M.	Field Trip: CINCINNATI POLICE ACADEMY (To watch the police unit being taught)	Captain Robert Roncker
	Field Trip: CINCINNATI CENTRAL STATION	Policewoman Patricia Whalen, guide Colonel Jacob Schott Captain William Bracke Captain Howard Rogers

P.M.	Presentation: "The World of Laws" Grade Nine Curriculum Unit (Including tapes and motion pictures used in this unit	Mr. Donald Fenton, Experimental Teacher Dr. Portune
	Workshop Session	Mr. Fenton, as consultant

July 20, 1967

A.M.	Methods of Replicating the Cincinnati Project Possible Future Research Other Programs (Police Liaison, Maryland)	Dr. Portune
P.M.	Final Workshop Sessions	Drs. Portune and Corle

July 21, 1967

A.M.	Reports of Workshop Leaders	Mr. VanVliet Lt. Stoner
	Final Remarks	Drs. Portune and Corle

Participants in this institute received three undergraduate or graduate credits for the concentrated two weeks of study. They were registered through the University of Cincinnati Summer School for this purpose, with tuition waivers as per the Grant Contract. The official participants were as follows:

Officer Leonard L Albaugh
Fayette County Police Department
Lexington, Kentucky

Mr. John G. Anderson
Fayette County Children's Bureau
Lexington, Kentucky

Officer Donald R. Barany
Chicago Police Department
Chicago, Illinois

Mr. Valcar A. Bowman
Chicago Board of Education
Chicago, Illinois

Miss Joan M. Deibert
Allentown School District
Allentown, Pennsylvania

Lieutenant Luther DeJournett
Flint Police Department
Flint, Michigan

Captain William G. Farran
Washington Police Department
Washington, D.C.

Mrs. Sophia B. Foreman
Lincoln High School
Milwaukee, Wisconsin

Lieutenant James R. Freel, Jr.
Topeka Police Department
Topeka, Kansas

Mr. Jack B. Gies, Sr.
Topeka Public Schools
Topeka, Kansas

Captain Walter Heinrich
Tampa Police Department
Tampa, Florida

Policewoman Eugenia A. Herrmann
Muncie Police Department
Muncie, Indiana

Sergeant Charles J. Hick
Kansas City Police Department
Kansas City, Missouri

Officer Charles Kauffman
Topeka Police Department
Topeka, Kansas

Mr. Raymond J. Kinnun
Detroit Public Schools
Detroit, Michigan

Mr. Warren D. Kinsman
Metropolitan Public Schools
Washington, D.C.

Mr. Stephen Lesko
Oliver High School
Pittsburgh, Pennsylvania

Mr. F. Carl Miller
Hillsborough County Public Schools
Tampa, Florida

Sergeant Jeremiah Moynihan
Rochester Police Department
Rochester, New York

Mr. Richard L. Mulloy
Ft. Smith Public Schools
Ft. Smith, Arkansas

Patrolman Raul Rivaldo
Ft. Smith Police Department
Ft. Smith, Arkansas

Detective William H. Ryan
Lansing Police Department
Lansing, Michigan

Mr. Sanford Schwartz
Greenhills-Forest Park Schools
Greenhills, Ohio

Lieutenant Leon Shanks
Detroit Police Department
Detroit, Michigan

Policewoman Louise Shelley
Cincinnati Police Division
Cincinnati, Ohio

Lieutenant Charles L. Stoner
Metropolitan Police Department
Nashville, Tennessee

Detective Kenneth E. Swan
Lansing Police Department
Lansing, Michigan

Captain G. H. Thurman
Dayton Police Department
Dayton, Ohio

Mr. Foster VanVliet
Lansing Public Schools
Lansing, Michigan

Mr. Brodie W. Wade
Metropolitan Public Schools
Nashville, Tennessee

At the conclusion of the institute participants were asked to react to both the Cincinnati Project and the attitude research on which it was based. These reactions were elicited from both the Police Workshop and the Teacher Workshop, and they were summed up on the final day of the institute by the workshop leaders, Lieutenant Charles Stoner and Mr. Foster VanVliet. The essentials of these two summations are reproduced here.

POLICE REACTION

The police officers were in unanimous agreement (Lt. Stoner stated) that the program presented in this institute is the most promising actual advancement in recent years. We felt that the program should definitely be continued in the future and include as many cities as possible. We are of the unanimous opinion that the program establishes a foundation for adolescent attitude change.

We considered two basic questions in our workshop sessions: (1) How can we sell such a program in our own schools and police departments, and (2) how much time and involvement can a police officer give to such a project?

The following are our recommendations:

1. We feel that the program is flexible enough to be modified to fit individual communities. We want your permission to modify it as best fits our own situation.
2. We would like you to send letters of presentation to boards of education and police chiefs in our cities, advising them of the program and of our participation, so we can be used fully as resource persons.
3. We suggest that some way be found to get police administrators and school board members together to hear what we have heard during the past two weeks.
4. We feel we want to present a full report of this institute to our superiors before approaching the school people, so we can be assured of the support of our own administrators.
5. We feel that we should involve the juvenile court people, both probation officers and judges, in selling the program.
6. We feel that every attempt should be made to establish the six-week curriculum units in the schools.
7. Our members intend to present this program to the International Juvenile Officers Association -- hoping to push it throughout the country because:

    a. The curriculum units you have developed are the most constructive steps yet taken in police-juvenile relations.
    b. Education holds the best hope of aiding the children with whom we are concerned.

TEACHER REACTION

Generally, the teachers are in agreement (Mr. VanVliet stated) that this institute was successful and enlightening. We felt that there were diversified experiences: the classroom sessions, the field trips, and the dialogue within and without the class. All of these jelled together and contributed to the success of this venture.

We felt that the attitude study was most valuable. The teachers accept it as valid. We accept the scientific methods used, and we are impressed by the honesty and integrity of the study. The presentation gave us reason to have faith in the mean scores and to have faith in the conclusions drawn from them.

We are likewise impressed by the significant gains made in the scores from pre-scaling to post-scaling. They confirmed what we ourselves felt after examining the curriculum units. The curriculum package is excellent by educational standards. We were all impressed by what had been done. We like the problem-solving approach in these units, the method of inquiry, and what we feel is the full use of the latest and most successful teaching techniques. We also liked the fact that these units are specific and yet flexible enough to allow for the individuality of the teacher and his situation.

We feel, as teachers, that we can take these units and put them to use -- with spirit.

We are agreed that the police training unit is valuable. It will help the teachers to know that the police are working on their own image, improving their knowledge of the adolescent as we, ourselves, work with these youngsters. This means a lot to us, that the police are also interested and taking steps to meet the problems of the juvenile's attitude toward law and law enforcement.

The audio-visual aids presented in the institute have proved to be a necessary tool, we think. They have given us ideas of how we can adapt similar aids to our own programs and our own particular cases.

The Literature -- and we are in general agreement here, also, has our endorsement. The teachers agreed that they would use Introduction to Law Enforcement as a basis reference, along with Adolescent Development. Everyone here who has knowledge of these works has recommended them highly. As far as the texts that the students will use, we feel that the eighth grade novel, Catch Me if You Can, is a valuable tool. We are sold on the novel. Also Teenagers and the Law looks like an absolute necessity for our classes. All in all, the selection of basic works has been excellent.

Some final comments: the statistical analysis impressed us....We are tempted to enlarge the program into some sort of total citizenship improvement program, even going into ethics, morals, and so forth....In short, we are so impressed with the units that we now want to make them a vital part of total education....If we use the unit, we should first use it as it is, before we try to modify it....We are convinced that teachers need to know a great deal more about law enforcement, and we feel that a teacher-orientation program conducted by the police department would greatly benefit those of us who are going to teach these units....A poll taken of our group shows that nine of us are planning to teach these units experimentally during the next school year....Eleven of us don't anticipate any trouble in selling these units to our school boards....Every single one of us would like to have his city chosen as one of the ten key cities, should Dr. Portune's new proposal to OLEA be funded.

In conclusion, we wish to repeat that the teachers here are sold on this program. It has been an eye-opener for us. We realize that there is much work ahead of us, if we are going to sell and implement the work done here, but we are of the unanimous opinion that we will attack the problem of early adolescent attitudes with this program, with all vigor and sincerity. We applaud the organizers of the institute; we are all tremendously impressed with the work that has been done here the past year.

The National Institute on Early Adolescent Attitudes toward Law Enforcement ended on July 21, 1967. Since that time more than five hundred curriculum packages have been distributed nationwide, with pilot projects being mounted or planned in sixteen states other than Ohio. Sample correspondence from participating agencies is available in the Grantee Quarterly

Report for the period July 1, 1967 through September 30, 1967. This correspondence indicates the enthusiasm with which the Cincinnati Police-Juvenile Attitude Project has been received on a national basis.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

In August, 1967, a committee of evaluators met on the campus of the University of Cincinnati for the purpose of determining whether the Cincinnati Police-Juvenile Attitude Project had succeeded in achieving the goals that had been established in the original grant proposal. The following persons, none of whom had been directly associated with the project, made up this objective evaluating team:

Dr. Nancy Hamant, Assistant to the Dean of the College of Education and Assistant Professor of Education, Chairman

Dr. Wayne Reno, Assistant Dean of the Summer School and Assistant Professor of Psychology

Mr. Lawrence Hawkins, Assistant Superintendent, Cincinnati Public Schools

Captain William Bracke, Commander, Juvenile Bureau, Cincinnati Police Division

Captain Howard Rogers, Commander, Community Relations Bureau, Cincinnati Police Division

Lieutenant Robert Heinlein, Training Officer, Cincinnati Police Division

The report of this team (see Appendix B) was submitted to the Project Director in September, 1967, following interviews with key project personnel and examination of all records, reports, and data accumulated during the operation of the project. In brief, this independent report indicated that the evaluating team felt that the goals of the project had been reached and that a definite contribution had been made to the field of police-juvenile relations.

It is also the opinion of the project directors that the purposes for which this project was mounted have been achieved. Curriculum units have been designed and taught experimentally, bringing about statistically significant changes in the attitude scale scores of the subjects exposed to the units. A teachable police training unit has been incorporated into an ongoing police academy curriculum. Experienced teachers and police officers have adopted the units into their own programs in cities other than Cincinnati, Ohio. The demand for the teaching manuals that are the product of this project has far exceeded the present supply.

There is every reason to believe that this project could serve as a model to be replicated on an extensive basis nationally, with results so conclusive that serious thought would be given to incorporating such units into the junior high school and police training programs on a compulsory basis.

In addition to its satisfactory experimental results, the Cincinnati Police-Juvenile Attitude Project has produced some conclusions that indicate a need for extension of the project or for further research and development in the general field of police-juvenile relations.

1. There is a lack of study materials,supplementary reading materials, and resource units in the area of Law and Law Enforce-

ment at the junior high school level. The creation of such materials and units should be undertaken as quickly as possible, if schools are to receive the full benefits of incorporating curriculum units on Law and Law Enforcement in the ongoing social studies program.

2. There is a lack of teachers, knowledgable in the field of Law and Law Enforcement, at the junior high school level. Any such curriculum unit as developed in the Cincinnati Police-Juvenile Attitude Project requires an orientation of the teacher to the subject. Such orientation programs, whether offered as college courses or as workshops, need to be developed.

3. There is a need for an evaluative instrument to measure the attitudes of police officers toward juveniles. The development of such a device is well within the capabilities of a university, working in cooperation with a city police department. This instrument would prove valuable in measuring the success of those parts of police training related to juveniles, as well as valuable in screening applicants for juvenile work.

4. There is a need for close cooperation between the school and the local law enforcement agency in the designing and developing of programs that are aimed at building favorable attitudes toware the police mission and function. The experience of those connected with the Cincinnati Project has been that much understanding, innovation, and creativity has emerged from meetings of police officers and teachers. These professionals must be brought together and encouraged to seek solutions to the problems lumped under the heading of Youth and the Law. Conferences, workshops, and other types of meetings, as the

Cincinnati Project has demonstrated, can produce guidelines for the solution of problems, alternative solutions to basic problems, and such tangibles as training manuals and supplementary study materials.

Recommendations

It is recommended that the following steps be takesn:

1. The Cincinnati Police-Juvenile Attitude Projedt should be extended into key cities across the nation, involving a base of no less than 10,000 early adolescent subjects, in order to demonstrate the feasibility of incorporating curriculum units on Law and Law Enforcement into the ongiong compulsory school program.

2. The state superintendents of public instruction in all fifty states should be fully informed of this project and presented with pertinent information and materials related to it.

3. The Office of Law Enforcement Assistance should encourage the development of additional evaluative instruments for measuring (a) the attitudes of police toward juveniles, (b) the attitudes of teachers toward law enforcement and law enforcemnet officers, and (c) the attitudes of senior high school students toward police. Such instruments are necessary for evaluating the success of programs now being established in schools and police departments for the purpose of improving police-juvenile relations.

4. Colleges and universities should be encouraged to form partnerships with schools and police agencies in order to attack the problem of the police image in a democratic society. Since the only lasting solution to such a problem must have a sound educational base, curriculum

units, training programs, and educational materials are vital components of this attack. The research, design, and development of such components should be given high priority in the struggle to establish law and order in our time.

5. It is desirable that the junior high school curriculum include units on Law and Law Enforcement on a compulsory basis. Therefore, after a national demonstration of the type outlined in recommendation #1, it is suggested that state legislatures be encouraged to consider requiring the teaching of units on Law and Law Enforcement to early adolescents in order to establish favorable attitudes toward law and order at this most important stage in the development of American youth.

APPENDIX A

Introduction

In addition to the statistical programs run to evaluate the Cincinnati Project, two research studies were carried out by Mr. John Henderson. In the first an examination of the police records of juveniles involved in the original attitude study of 1000 Cincinnati early adolescents was conducted, with certain comparisons being made. In the second, junior high school students in the city of Lincoln Heights, Ohio, were scaled and interviewed in a duplication of the original attitude study. Mr. Henderson reports on these two phases of the continuing attitude research, as follows:

Police Contact and Adolescent Attitudes

Records at the Juvenile Bureau of the Cincinnati Police Division were checked to identify police contacts of students in the upper and lower Quartile (25%) of the original Cincinnati study of 1000 subjects. The contacts were recorded as either "closed" or "open" cases, with a "closed" contact indicating that the incident was disposed of under the direction of the uniformed officer within a brief span of time following contact with the offender. If the officer felt that a more thorough investigation, or additional assistance, was needed, the case was kept open and was handled under the supervision of a member of the Juvenile Bureau, a non-uniformed officer.

Examination of the juvenile records revealed that students in the lower Quartile had had twice as many contacts with police as had the upper group, prior to administration of the attitude scale. This appeared to be a very significant difference. This same difference persisted within a sixteen month period after the scale had been administered (see Table I). It would not be expected, of course, that the mere administration as a dividing date in the hope that the scale could be shown to be a predicter of future behavior.

Table I shows that 76 contacts were recorded in the lower group versus 37 in the upper group, prior to scaling, after scaling 33 contacts were recorded by the lower group versus 17 for the upper group. No consideration was given to the number of contacts that any single individual had had, but it is interesting to note that only one subject in the upper group had police contacts both before and after the administration of the scale.

TABLE I
Police Contacts of Original Research Subjects

Group	N	No. of Contacts Pre-	Post-	Total	Repeaters
Upper	240	37	17	54	1
Lower	238	76	33	109	7

It was noted at the time of this analysis that open referrals comprised 57% of the contacts in the upper group and 41% of the contacts in the lower group during the period before administration of the scale. After scaling open referrals comprised 65% of the upper group's contacts and 58% of the lower group's contacts. One would have guessed that the reverse would be true, that the group having the most frequent contacts would have most need of further consideration, however this was not the case. Further analysis and interpretation of these differences would seem to be indicated to obtain a meaningful conclusion.

The original attitude study had indicated that Whites generally have more favorable attitudes toward police than do Negroes of the same sex This further analysis of the subjects and their police contacts tended to show the same differences existing with respect to police contacts. Negro subjects made up 26% of the upper group and had 32% of the police contacts prior to administration of the scale. (See Table II). After administration of the scale 35% of the contacts were made by Negroes. In the lower group there were 53% Negroes in the total group, but 55% of the police contacts before scaling were Negro. After scaling, however, only 43% of the contacts were by Negro subjects.

TABLE II
Police Contacts of Negro Subjects

Group	N	No. Contacts Pre-	Post-
Upper	63 (26%)	12 (32%)	6 (35%)
Lower	125 (53%)	42 (55%)	14 (43%)

The Lincoln Heights Study

Lincoln Heights is a self-governed, all-Negro city and school district which has a concentration of approximately 8,000 people in a geographical area of less than one square mile. The city has no basic city services such as hospitals, business districts, industries, professional services, public transportation, or cultural activites. However, the city does maintain a law enforcement agency, staffed by a Chief of Police and six policemen.. A housing project in the city has a unit of private policemen who patrol the project and also perform off-duty police work at public functions. Both private and city police are armed in all contacts with the public.

The average property value in the city is less than $5,000 per dwelling. Tax base per person is $950 and the city is unable to pay policemen more than $5400 annually.

More than 75% of the children in the city could be classified as disadvantaged and achieving below grade level in school. An extremely high percentage of the children come from incomplete family units, no mother, no father, step-parents, foster parents, and all ramifications of illegitimacy. Housing is inadequate both from a structural and space consideration. A survey done by the Bureau of Educational Field Services, Miami University (Ohio) in 1961 showed that Lincoln Heights had twice as many in-school children per family living in two bedroom, single family dwellings than did neighboring communities. It further stated that Lincoln Heights had five times more in-school children per family living in one bedroom apartments than did neighboring communities.

There were 291 children identified through the 1960 Census as coming from families with incomes of $2,000 or less, indicating the great need for economic improvement present in this study's populations sample.

When the seventh and eighth grade students in Lincoln Heights were scaled by means of the Portune-ATP-Sclae patterns similar to those of the 1965 study and the 1967 pre-sclae (described in the main body of the report) were apparent. These patterns can be summarized as follows:

1. The differences in mean scores between Lincoln Heights boys and girls and Cincinnati Negro boys and girls are not significant.

2. Lincoln Heights girls have more favorable attitudes toward police than do Lincoln Heights boys.

3. The attitudes become less favorable with increase in age. Twelve year olds have more favorable attitudes than do thirteen, fourteen,

or fifteen year olds. Thirteen year olds have more favorable attitudes than do fourteen or fifteen year olds.

4. Lincoln Heights boys who profess to attend church regularly have more favorable attitudes than do Lincoln Heights boys who do not attend church on a regular basis.

5. An analysis of responses on the Portune-ATP-Scale indicated that all Lincoln Heights groups scored low on the following items:

#2 POLICE ACCUSE YOU OF THINGS YOU DIDN'T DO
#13 POLICE TRY TO ACT BIG SHOT
#15 POLICE HELP ME TO HELP MYSELF
#19 POLICE DON'T EVEN GIVE YOU A CHANCE TO EXPLAIN
#20 POLICE TRY TO GET SMART WHEN YOU ASK A QUESTION

Comparisons of favorable responses (by percent) on these items are given in Table III.

TABLE III

Item	#2	#13	#15	#19	#20
Lincoln Heights	51	40	51	52	43
Cincinnati Negros	37	40	51	42	37
Cincinnati Whites	52	61	57	61	60

Interviews with Lincoln Heights students reveal that unpleasant personal contact or observation of a single isolated incident involving an officer can create strong adverse reactions. The students ackowledge that the law and law enforcement are necessary, but they stress fair treatment for all under the law. It is interesting to note that many of the adverse attitudes expressed in the interviews were not caused by police actions but were caused by the actions of the uniformed, armed private guards hired by the local housing project. The students made no distinction between these men and the city police officers, although the uniforms are strikingly different.

Since the attitudes of the Lincoln Heights students were so similar to those of the Negro youth in the inner city of Cincinnati it may be implied that the attitudes are a manifestation of some general type of "police image" or "authority image" that is not necessarily caused by inter-recial contacts between Negro youth and White officers.

John Henderson, Research Assistant

APPENDIX B

THE RECORD OF THE PROJECT DEVELOPMENT

The project, directed by Dr. Robert Portune, was a result of extensive and intensive research on juvenile attitudes toward the law and law enforcement. It was concerned with changing the attitudes of those juveniles with negative feelings toward the law and its enforcement and with establishing a sound basis for a positive attitude by means of more knowledge and better understanding of the law and its enforcement.

The problem in the Police-Juvenile Attitude Project seems centered in a lack of communication between police and juveniles - juveniles not understanding the police function, and police methods and procedures not reflecting and understanding of the early adolescent.

Since the matter of communication (a two-way process) concerns two distinct groups, the problem then lies in how to bring the two groups to some mutual understanding. The decision of the project directors was to do this by curricular means - a teaching unit for the police to bring about better understanding of the early adolescent, and a teaching unit for junior high adolescents to develop better attitudes toward the police.

The question arises as to whether this teaching approach was the best way. This was somewhat time-consuming, especially if compared to a series of talks or one or two well-done films. However persons versed in the question of how knowledge can be most effectively and efficiently acquired by adolescents usually agree that youngsters are best taught by a variety of methods and in such a way that they can absorb the information presented to them. Simply lecturing or showing films with no preparation or follow-up does not accomplish much, other than being efficient.

A question can also be raised as to whether the junior high years, the age-group chosen for the project, are the optimum period for this type of project. It is the opinion of this committee that such a project could be very valuable for younger students, perhaps for grades four and five, ages ten and eleven. It is quite possible that preventive teaching might be as valuable as remedial teaching. Attitudes in many aspects of a youngster's life are formed early and become stabilized early, and thus become impervious to positive change sometime before the adolescent years. These reflections by the committee do not detract from the value of the project as set up and carried out, however. Instead, they are an indication of the extent of the problem in this area of attitude formation.

This project involves a critical age for attitude development, as recognized by most psychologists. The quantitative research done on the project has shown appreciable favorable change of attitude at the junior-high level. This justifies the selection of this age group, if indeed justification is needed.

The original research, done by the project director, was carried out along recognized and approved lines for such an attitude study. The questionnaire developed from this research is also sound, based on the criteria usually used to evaluate such an effort.

It was as a result of some of the findings of this preliminary study, ie., that juveniles tended to develop a negative attitude to law enforcement as result of a police contact, that the matter of including some training of police officers was made part of the final project.

EVALUATION OF PROJECT METHODS

The proposal for this project included six stages to be accomplished in order. This committee has examined these six and their results and finds them as follows:

(1) A National Conference on Early Adolescent Attitudes Toward Police was held as proposed and did develop the definitions and criteria for the second stage, the college seminars.

(2) An autumn and winter quarter seminar for selected teachers-in-service was held. It was given for graduate credit as defined in the proposal. Twelve social studies teachers participated. However, the selection of these teachers, which was done primarily by the school system involved, rather than the project director, causes some concern about the uniformity of the caliber of the participants.

The objective of the seminar, to develop curriculum units and supplementary materials on the law and law enforcement for grades seven, eight and nine, was accomplished.

As a part of stage two a seminar was offered for selected police-in-service. Their selection was somewhat more satisfactory than was that of the participating teachers. This group accomplished its objective, i.e., to develop a curriculum unit and materials for use in the Police Adademy on The Nature of the Early Adolescent.

These seminars were conducted as was proposed and records of the sessions were available to this committee.

(3) The spring Experimental Programs involved the presentation of the curriculum materials in the cooperating schools, taught by the teachers who participated in the seminar. Control groups were used and the pre- and post testing which had been proposed were used. Again, the fact that the

schools played a major role in selecting the classes thus to be used did pose a question as to whether the control and experimental groups truly were carefully matched.

The police units also were used experimentally as had been proposed and the results of the testing involved were studied by the project directors.

The statistical results of the pre and post testing on all the groups was available to this committee for study, but the committee did not choose to comment on them since the project director has included that information in his section of this report.

(4) Evaluation and Modification of the Curriculum Units took place as had been proposed.

(5) A National Institute on Early Adolescent Attitudes toward Law Enforcement was held as proposed. The curriculum kits were disseminated and participants instructed in their use. The records of this institute are quite complete also.

(6) The Continuing Attitude Study has been carried out as proposed and the results of this aspect of the project are included in this report.

The Nature of the Curriculum Units

(1) The Law and Law Enforcement: A Manual for Teachers of the Junior High Social Studies.

These materials were developed for grades seven, eight, and nine. The content and materials in the guide have been differentiated to reflect the age and background of the three groups. This has been very satisfactorily done and does reflect an understanding of the methods of presenting information which can be appropriately used with each age group.

The manual has been organized with day by day lesson plans which will be especially useful to those teachers who have not thought about this topic in depth before. Included also are suggested resource materials for the various lessons. These will be of great value to teachers in approaching this new content.

The project directors did produce the curriculum materials as they had proposed. Included are the kinds of materials, ideas and techniques which assure that the manual can be very effectively used by any conscientious teacher of seventh, eighth or ninth grade social studies.

(2) The Nature of the Early Adolescent: A Training Unit for Police.

Because of the limited amount of time which can be devoted to this topic in the training program for police, the unit produced is not lengthy and can be done well by an informed instructor in several comprehensive sessions.

The materials included are recommended films, slides, tapes and other pertinent material. The necessity for gradual attitude change which characterizes the teaching of the units for the adolescent is not present in an adult learning situation. Therefore the material can be, and is, more specific and to the point, informing the police trainees of the sorts of knowledge about adolescents which will be most useful to them.

The only restriction on the usefulness of the materials done for the police is that a well-informed lecturer is needed to handle the suggested lecture topics. The materials for such lectures is not included in the manual.

The committee found that the project directors did adhere rigorously to their original proposal and did assemble materials and curriculum units which are of very high quality and which can be very effective as their statistical report bears out.

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